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ABSTRACT

Information concerning the reading interests of gifted students in a secondary school composed only of students of above average intelligence is provided in this study. Specific areas discussed are: subject areas for which the students expressed like, dislike, or indifference: growth and change of reading preferences; students' responses to nonfiction and the classics; and a consideration of how some of the topics in which the students are interested might be used by curriculum planners for gifted programs. Five tables of findings and 43 charts accompany the text, and the reading preference questionnaire used in the study is appended. (FL)

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READING INTERESTS OF GIFTED STUDENTS IN A SPECIAL SCHOOL

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PART I

THE PROBLEM AND THE HISTORICAL BACKGROUND

The Problem

Educators and others working with children and young adults have, over the years, shown interest and concern about the reading interests of those with whom they worked. Much research and many publications are available to those who wish to make use of the data produced by others. There are, however, some school situations which have not been touched upon by those doing research in this area. It is the purpose of this monograph to provide data concerning the reading interests of high ability students who attend a special school which has as its student body only students who have demonstrated an above average intelligence.

The following aspects of the reading interests of these special students are explored:

1. The subject areas which these students indicate they like, dislike, or to which they are indifferent.
2. In addition to information concerning the stated reading preferences of these students data concerning the growth and change of these preferences is charted.
3. The response of high ability students to non-fiction and more "intellectual" fiction such as the classics.
4. A consideration of how some of the topics in which these students are interested might be capitalized upon by curriculum planners for the gifted secondary school student.

Historical Background

Prior to beginning this research program a literature search was made in an attempt to ascertain whether a similar study had ever been conducted. Emphasis was placed on information published since 1960, but all relevant material before that time was also read. There is no published data available dealing with the population involved in the study: the high ability secondary school student in a school whose enrollment is limited to only that type of student.

Since 1889 educators have been posing questions concerning the reading interests of their students or students in the general school population and a multitude of studies attempting to define the patterns and reasons for these interests have been conducted. Sizemore[1] states that until 1960 some 300 investigations had been reported, and the number continues to grow. Several excellent overviews of research on reading interests are available. James McKay[2] whose dissertation covered research dealing with students in grades 7-12 in the years 1889-1965 is among the most thorough. In addition to summarizing research done until 1965 he provides a compilation of results on which the five basic studies conducted prior to 1930 agree. It would appear that those five studies: Terman and Lima,[3] Washburne and Vogel,[4] A. M. Jordan, 1921[5] and 1926,[6] and Sister Celestine[7] provide the basis for all subsequent studies. In their study Literature and the Reader conducted for the National Council of Teachers of English Alan Purves and Richard Beach[8] devote one chapter to research on reading interests elementary through adult. Not only is this a thorough compilation of research, but it provides a very useful critique of the studies discussed. Other articles which provide an introduction to research on reading interests are those by Harris[9] in the Encyclopedia of Educational Research and King.[10]

The studies of Terman and Lima,[11] Thorndike,[12] Lazar[13] and Norvell[14] are basic; their findings can be used to help point the way towards the results here

reported. Terman and Lima studied the interests of 1000 children who were divided into gifted (IQ 135 up) and control groups. These children were enrolled in public school and the classes studied contained children of all ability levels. It was found that the high ability children were chronologically younger than their classmates; their mental age was at least 35% above their chronological age and for many the mental age was 60%-80% above their chronological age. Because of this range of ages within the classroom it was the authors' contention that all children in the same class would have similar interests because, "A book which is well liked by average children of eleven is likely to be read with enjoyment by the gifted child of 8."[15] In their results Terman and Lima have provided no statistical breakdown of the interests of boys and girls by grade or age. Their data is based on a division by sex and by gifted or control groups.

The results reported by Thorndike and published in 1941 ten years after Terman's study agree. His conclusions were: "(1) Within the same sex, the interest patterns of groups differing by several years in age and/or as much as thirty points in average I.Q. show a substantial positive correlation (2) In their pattern of reported reading interests, bright children (median I.Q. about 123) are most like a group of mentally slower children (median I.Q. about 92) who are two or three years older than they are (3) Sex is conspicuously more important than age or intelligence as a determiner of reported interest pattern, at least within the age and ability studied here."[16] In addition to providing data on the students' interests by intelligence and sex a division of students by age is also provided by Thorndike.

The main thrust of the Lazar[13] study was to discover what areas influence a child's choice of reading materials, among these she included the factors of intelligence, sex and home background. The results of this study do not state

results in terms of specific age or grade, but the students studied were all very close in age with most, but not all of them, between the ages of 10-12. Norvell's[17] 1950 study is in basic agreement with those previously mentioned. He feels that although intelligence is an important factor influencing the selection of reading materials by young people it is also a fact that in the modern classroom there is a fairly wide chronological age difference within the group and this difference places the interests of the younger, high ability child on a similar level with those of the older child of average or below average intelligence.

Although the preceding basic studies are all in agreement on the factors influencing children's reading interests: sex, age, and intelligence, none of them provide an answer to the question of the effect of placing the high ability child in a special school in which his classmates are of similar intelligence and close to his own age. In such a situation are there differences and perhaps an acceleration of reading interests?

As mentioned previously an attempt has been made to find reports of other experiments which might shed some light on the particular problem which has been posed concerning this specific study body. In addition to the above basic studies the following studies which have been grouped according to basic characteristics were read, but could not be used for the reasons given.

Group A

All of the studies in this group provided the students being questioned with specific selections which were presented to them for their consideration; based on these selections the students were to indicate in some manner those which they preferred. Once that selection had been made and the results tabulated the researchers involved then imposed their own definition of what types of reading (adventure, science, biography, etc.) the students chose as their favorite types

of reading. Huber's[18] results tend to agree with those studies discussed previously; the interests of the bright and average child in the same classroom are much the same. All of the students in her study were in grades 1-5 and the results are presented according to the intelligence of the children who voted for their favorite selections which were read in class. The superior children were usually younger than the dull children; the results showed that children at the same grade level had much the same subject interests for their reading materials.

Rather than presenting the students with specific selections to read Jan-Tausch[19] designed a study using illustrations which would indicate thematic content. This study was limited to 50 seventh grade boys and 50 seventh grade girls. Such an approach requires the use of personal interviews but does suggest an interesting approach to the study of reading interests. Stanchfield[20] also used the personal interview in her study of 51 eighth grade boys. Her findings did not sort for intelligence, but for reading ability; she found that the interests of the boys were the same regardless of their skill in reading. Vaughan[21] surveyed sixty-seven eighth grade boys and sixty-seven eighth grade girls with the results tabulated by IQ range of bright, average or dull. Soares and Simpson[22] submitted selected short stories from anthologies used in the classroom to students in seventh, eighth, and ninth grade . They report great differences in stated preferences when the results were grouped by intellectual ability or grade level, but little difference was evident when the results were grouped by sex.

The study of Jungeblut and Coleman[23] was designed to find prose selections which would have high interest, but were easy reading in order to appeal to the poor reader, material which would encourage reading on the part of this type of student. Their conclusion was that different types of content and style appeal differentially to students in grades seven, eight, and nine.

Lehtovaara and Saarinen in their study were attempting to validate a method

which would truly assess and measure student reading interests. Specific selections were presented to Finnish students ages ten to sixteen. Four different methods of measurement were used: the questionnaire which were lists of book types, the booklist which contained actual titles with a short annotation, text sample and paired comparison. Results were then analyzed by sex and age. For the results of this study and a discussion of the methodology see the analysis by Purves and Leach.[24]

Group B

Studies in this section asked students to name either one or two of the best books that they had ever read. Again, the researcher then supplied the interest area such as science, adventure, etc. into which that particular book fell.

Both Cleveland[25] and Coy[26] were dealing with special high ability classes; in the first case seventh and eighth grade, and in the second a class which was formed of eight year olds who stayed with that group for three and one-half semesters. Both studies provide a comparison with the gifted or high ability students and a control group of average students. These two studies, Cleveland, 1921 and Coy, 1923, were among the first to provide information on a special class of high ability students, but in this case at the elementary level.

At the secondary level, grades nine through twelve, Mary Desjardins[27] conducted a similar study asking students to name the best book they had ever read. Although the results were tabulated by grade and sex with a wide variation of interests shown between the sexes, no differentiation by intelligence was noted.

As with the studies noted in Group A, although reading interests of students at various ages and grade levels were surveyed, there are no studies which deal with the reading interests of the high ability secondary school student in a

special school devoted to the education of such students.

Group C

The two studies which fall into this area provided the students with specific areas of interest e.g., romance, mystery, humor and asked the students to pick their favorite kinds of books. Witty[28] submitted his questions to students in grades nine through twelve in Evanston, Illinois and Gary, Indiana. Results are reported by grade and sex with wide differences in preference shown between the sexes. Squire and Applebee[29] undertook a study of English programs in schools in the United States which are acknowledged to have good programs in order to define those aspects which contribute to a quality program. One aspect of the English program is the reading done by students; therefore, libraries and reading habits of the students in the 84 participating schools were surveyed. Students were provided with a list of types of books which included such topics as science fiction, sports, current and national world problems, and asked to pick those type(s) which they preferred to read. Results were reported by sex, but no separation was made by grade or intelligence. Although the students regarded themselves as college bound such was not always the view of the teachers involved.

Again, although these studies provide useful information on the reading interests of students there is no answer to the question of reading interests of high ability boys and girls in a specific grade in a special school.

Group D

Studies in this area are open-ended and provide the student with an opportunity to describe those elements which he would most like to see in a book. Shores[30] asked high school students what they would like a book to be about if someone were to give them one; Johnson and Shores[31] asked this same question of

junior high school students. Their results are reported by grade and sex. A similar approach was taken by Smith and Eno[32] when they asked students to describe what they would ask an author to write if they could have a written-to-order book. These results are presented in terms of boys and girls in either junior or senior high school.

All of the preceding surveys and studies provide interesting and useful insights into the reading interests of children in grades seven through twelve, but none answers the specific question of interests of students in a special school.

PART II

THE STUDY AND RESULTS

The Study

Several terms must be defined before discussion of the study and the students involved can proceed. Each researcher who explores the reading interests of students, must, of necessity provide some definition of what, precisely, are reading interests. Getzels in his article "The nature of reading interests" states: "The difference between a preference and an interest is that a preference is relatively passive, while the interest is inevitably dynamic. A preference is a readiness to receive one object as against another: it does not induce us to seek out the object. In contrast, the basic nature of an interest is that it does induce us to seek out particular objects and activities."[33]

If, then, a student states that when he has the opportunity to choose reading materials which are not related to school assignments he would choose a particular type of book these choices are assumed to be an indication of the reading interests of the students involved.

As with reading interests there are many definitions of precisely what type of student is of high ability. Judgements are usually based on the Intelligence Quotient derived from specific tests designed to measure the intelligence of the testees. There are several excellent sources which provide discussions on research and education of the gifted child, among them Gallagher's Analysis of Research on the Education of Gifted Children[34] and the revised edition, Research Summary on Gifted Child Education.[35] An additional helpful title is the Fifty seventh yearbook, Part II of the National Society for the Study of Education, Education for the Gifted, edited by Henry.[36]

The students selected for participation in this study are enrolled in an experimental secondary school located in a university community. Admission to the school is by invitation; those applying are given the Lorge-Thorndike Intelligence Test at the end of the sixth grade. Students admitted to the school generally rank in the top 10 to 12 percent of their age cohort nationally. Chart 1, below, gives the grade and Lorge-Thorndike scores of the students in the school at the time of this study.

Chart 1
LORGE-THORNDIKE SCORES OF PARTICIPATING STUDENTS+

Grade	Verbal	Nonverbal
12	135	133
11	133	134
10	137	136
9	133	134
7	136	136

+ University of Illinois. College of Education. Curriculum Laboratory. University High School. "North Central Evaluation, 1971-1972." Part I, p. 6. (mimeographed)

Chart 2
MENTAL ABILITY PROFILE++

Grade	12		11		10		9		7		Totals	
	verbal	non	verbal	non	verbal	non	verbal	non	verbal	non	verbal	non
over 130	27	23	20	23	21	21	21	20	26	35	135	132
115-129	9	19	15	12	5	13	15	7	9	11	53	53
TOTAL [Sic]	39	34	35	35	36	36	39	39	46	46		

++ University of Illinois. College of Education. Curriculum Laboratory. University High School. "North Central Evaluation, 1971-1972." Part I, p. 6. (mimeographed)

Most students enrolled in this school enter at the seventh grade which is taught as a combination grades seven and eight; their second year in the school is the equivalent of the ninth grade in public school. This acceleration leads to

a very young student body. The following chart shows the age range of the students in each grade at the time this survey was administered; also included are the number of students in each grade at that time. Throughout this report the first year in the school is referrred to as grade seven rather than grades 7-8.

Chart 3
AGE OF STUDENTS PARTICIPATING

Grade	Girls			Boys		
	Range	Majority	%	Range	Majority	%
7	11 yrs. 9 mos. 13 yrs. 11 mos. N 19	12 yrs. 1 mo. 12 yrs. 11 mos.	73	11 yrs. 2 mos. 14 yrs. 2 mos. N 25	12 yrs. 5 mos. 13 yrs. 0 mos.	76
9	12 yrs. 6 mos. 14 yrs. 0 mos. N 21	13 yrs. 3 mos. 14 yrs. 0 mos.	85	12 yrs. 2 mos. 14 yrs. 6 mos. N 24	13 yrs. 1 mo. 13 yrs. 10 mos.	75
10	13 yrs. 10 mos. 15 yrs. 0 mos. N 23	14 yrs. 0 mos. 14 yrs. 11 mos.	91	14 yrs. 2 mos. 15 yrs. 11 mos. N 22	14 yrs. 2 mos. 15 yrs. 0 mos.	81
11	14 yrs. 11 mos. 16 yrs. 9 mos. N 26	15 yrs. 0 mos. 15 yrs. 11 mos.	80	14 yrs. 11 mos. 16 yrs. 7 mos. N 22	15 yrs. 0 mos. 16 yrs. 2 mos.	77
12	15 yrs. 8 mos. 17 yrs. 7 mos. N 22	16 yrs. 2 mos. 17 yrs. 1 mo.	72	16 yrs. 1 mo. 17 yrs. 3 mos. N 20	16 yrs. 1 mo. 16 yrs. 9 mos.	95

For the past twenty years this school has been a leading center for curriculum development and innovation. Emphasis in curricular areas within the school is upon the basic fields of science, mathematics, social studies, foreign languages, English and the arts. There has been little effort to admit or deal with the highly

creative student as opposed to the highly intelligent, but not necessarily creative student. These students experience a curriculum which is not only accelerated, but sophisticated.

The student body of the school is academically oriented and because of the nature of the community, cosmopolitan. Although admission requirements do not limit acceptance to the children of university professors the following chart indicates a high number of parents involved in education and the professions.

Chart 4
OCCUPATIONAL STATUS OF PARENTS+

OCCUPATION	Men Number	Women Number	Total Number
Professional - Teacher	107	29	136
Other	58	31	89
Technical, semi-professional	8	25	33
Farmer or farm manager	4	--	4
Managers, officials, proprietors	13	--	13
Clerical or related occupations	4	20	24
Sales workers	5	--	5
Craftsmen, foremen, and related occupations	8	--	8
Operators of trucks, buses, machines	5	--	5
Private household workers	--	--	--
Service workers	5	11	16
Laborers	1	--	1
In military service	2	--	2
Homemakers (with no other occupation)	--	110	110
Retired	1	--	1
TOTAL	221	226	447

+ University of Illinois. College of Education. Curriculum Laboratory. University High School. "North Central Evaluation, 1971-1972." Part I, p. 3. (mimeographed)

Past records show that between 95%-98% of the graduates of this school attend college and that eighty-five percent graduate, over one-third of those graduating with honors.

The section of this article dealing with previous studies on reading interests discusses several approaches which may be taken in order to determine reading interests. Personal observations and interviews by a skillful interviewer probably would yield the best results, but were not possible in this situation. Questionnaires of various types may be submitted to the students among them those which provide the student with selections from several readings, lists of titles of books either with or without annotations. The students may be asked to name his favorite book(s). Finally, specific subject areas of possible interest may be listed and the students asked to indicate those areas which are of greatest interest to them. Each approach has its problems and none has yet been sufficiently tested or validated although the research of Lehtovaara and Saarinen[24] has come a long way in providing the necessary answers.

At the time this reading interest questionnaire was administered to the students the faculty and students of the school were preparing for an evaluation visit by a North Central Association of Secondary Schools Evaluation team. Prior to this visit several departments within the school wished to obtain student evaluations and opinions concerning the instructional program within the school. Each department devised its own survey which could be tabulated by computer; one school day was devoted to obtaining student responses.

The staff of the Instructional Materials Center of the school undertook the development of the questionnaire which is reproduced in Appendix A. Areas covered included questions concerning the amount of time spent in leisure reading, activities which prevented the students from reading as much as they wished.

scurces of reading materials, use of the public library, as well as reaction to specific subjects about which they might wish to read.

The reading interest survey was divided into two sections the first dealing with fiction and the second nonfiction. All the students in this school are familiar with these two terms and virtually all of them use the library, many of them constantly. Students were given a list of subjects divided by either fiction or nonfiction such as adventure, h[illegible]or, science and asked to mark on their answer sheets how they felt about that specific type of book. The choices which they could make were: 1. I like this kind of book very much. 2. I like this kind of book. 3. I am indifferent toward this kind of book. 4. I dislike this kind of book. 5. I dislike this kind of book very much.

The number of students answering specific questions varied somewhat. The tests were administered to boys and girls separately under the supervision of various members of the faculty of the school. In some sections of the test a few groups ran out of time or the students chose not to answer all of the questions so each question was not answered by every boy and girl in the school. The school population at the time the test was administered was: 7th grade--19 girls, 25 boys; 9th grade--21 girls, 24 boys; 10th grade--23 girls, 22 boys; 11th grade--26 girls, 22 boys; 12th grade--22 girls, 20 boys. This totals 224 students, 111 girls and 113 boys.

Tabulations of data was done by computer with results reported by age, grade in school, grade point average and total responses to each question. It was decided that with the small school population available the responses for I like this kind of book very much, and, I like this kind of book would be added together. The same is also true for the responses I dislike this kind of book, and, I dislike this kind of book very much. Such an approach provided three reactions to each type of book suggested to the students and provides the basis

for the graphs which follow. A complete tabulation of the results will be found in Appendix B.

Results

Chart 5 presents student reaction to fiction books of adventure. Generally, both boys and girls like this type of book. No definite growth pattern is apparent although as the students mature there is a decrease in the percent of students who like adventure stories.

Students were questioned about their feeling concerning one specific type of adventure story, the war story. Chart 6 shows that for all students and particularly girls this type of book is not well liked. The girls feel very strongly, they are not indifferent, they dislike war stories; 40%-75% state they dislike or dislike very much this type of book.

At the time this survey was made student concern over the war in Viet Nam was at its peak. It is possible that response to this question may have been influenced by national concerns of the time.

As students mature educators hope to see a growth in concern about the world in which the young people live and the problems which must be faced. Chart 7 shows student reaction to the question: How do you feel about nonfiction books about contemporary problems (war, poverty, etc.)? The students, as mentioned previously, may not wish to read fiction about war, nor do they particularly care to read nonfiction dealing with war or other current problems. The boys in grades seven through twelve range from 30%-73% of them liking this type of material, for eleventh grade boys this type of nonfiction is one of their favorites. Girls show a growth of interest in this area beginning at 20% for seventh graders and peaking at 66%, again at the eleventh grade.

The remainder of the students replying to this question were largely indifferent to contemporary problems with a few voicing a definite dislike, especially 40% of the seventh grade girls.

CHART 5

Reading Interest Graph-Adventure Stories

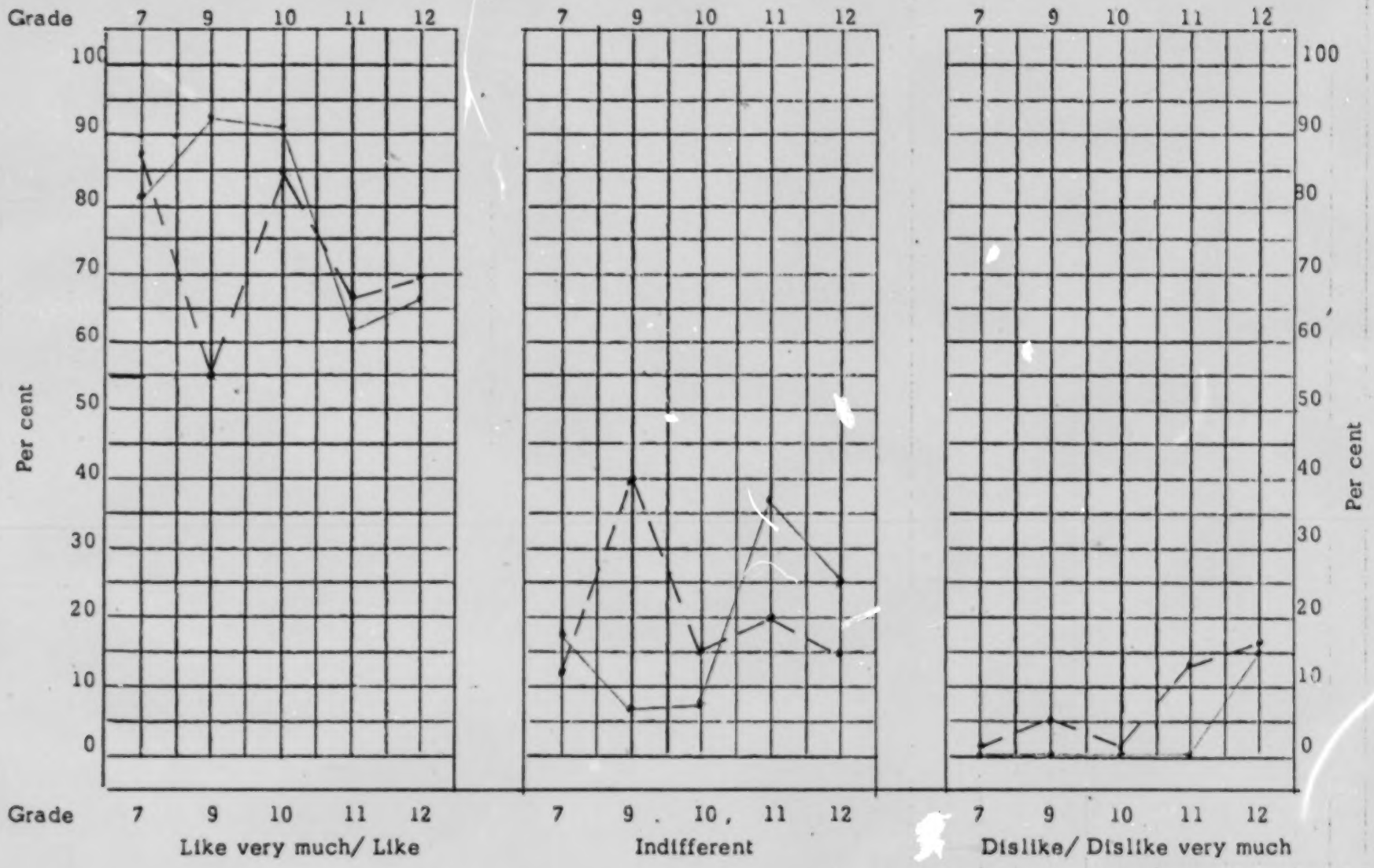


CHART 6

Reading Interest Graph– War Stories

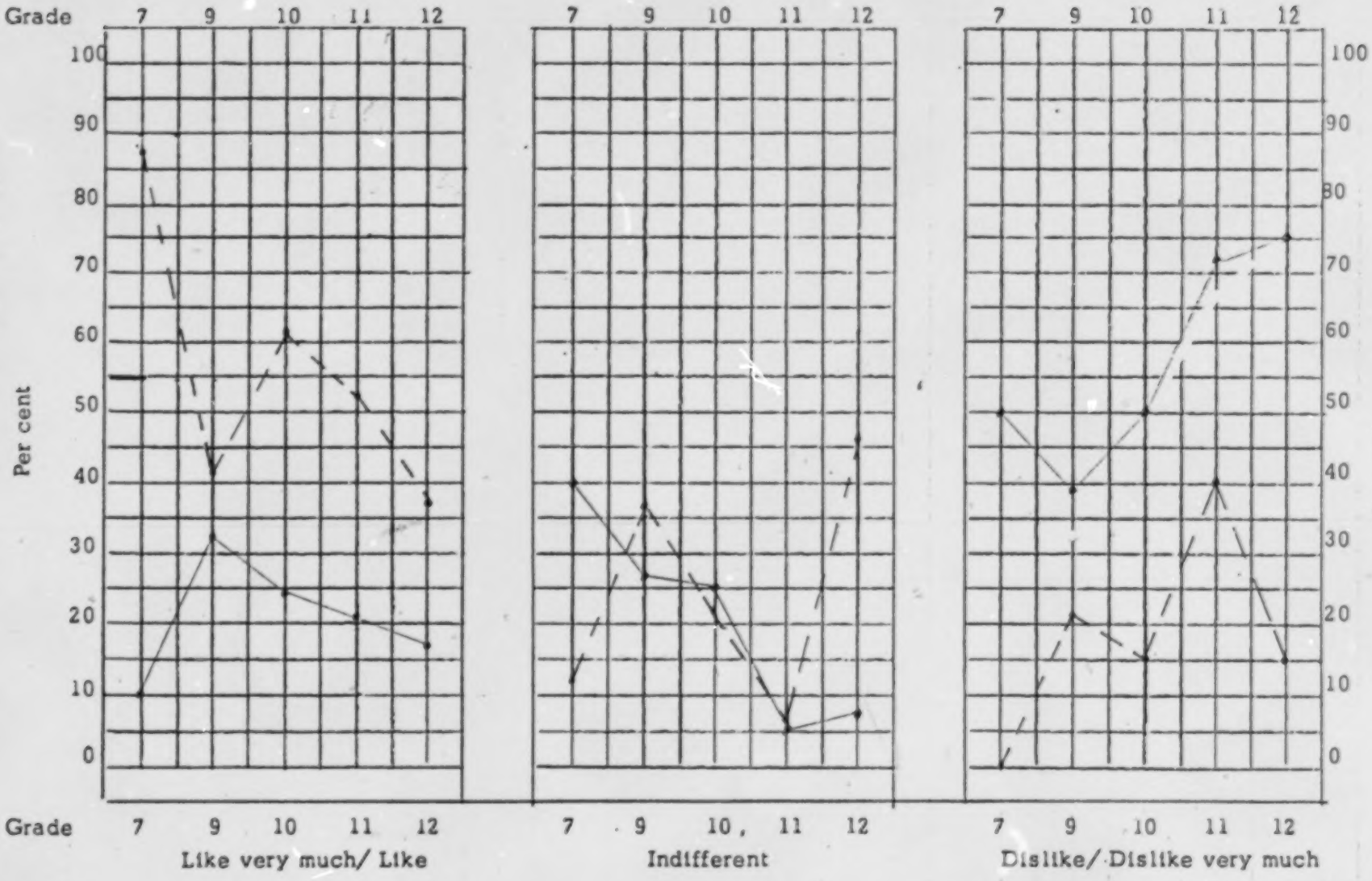
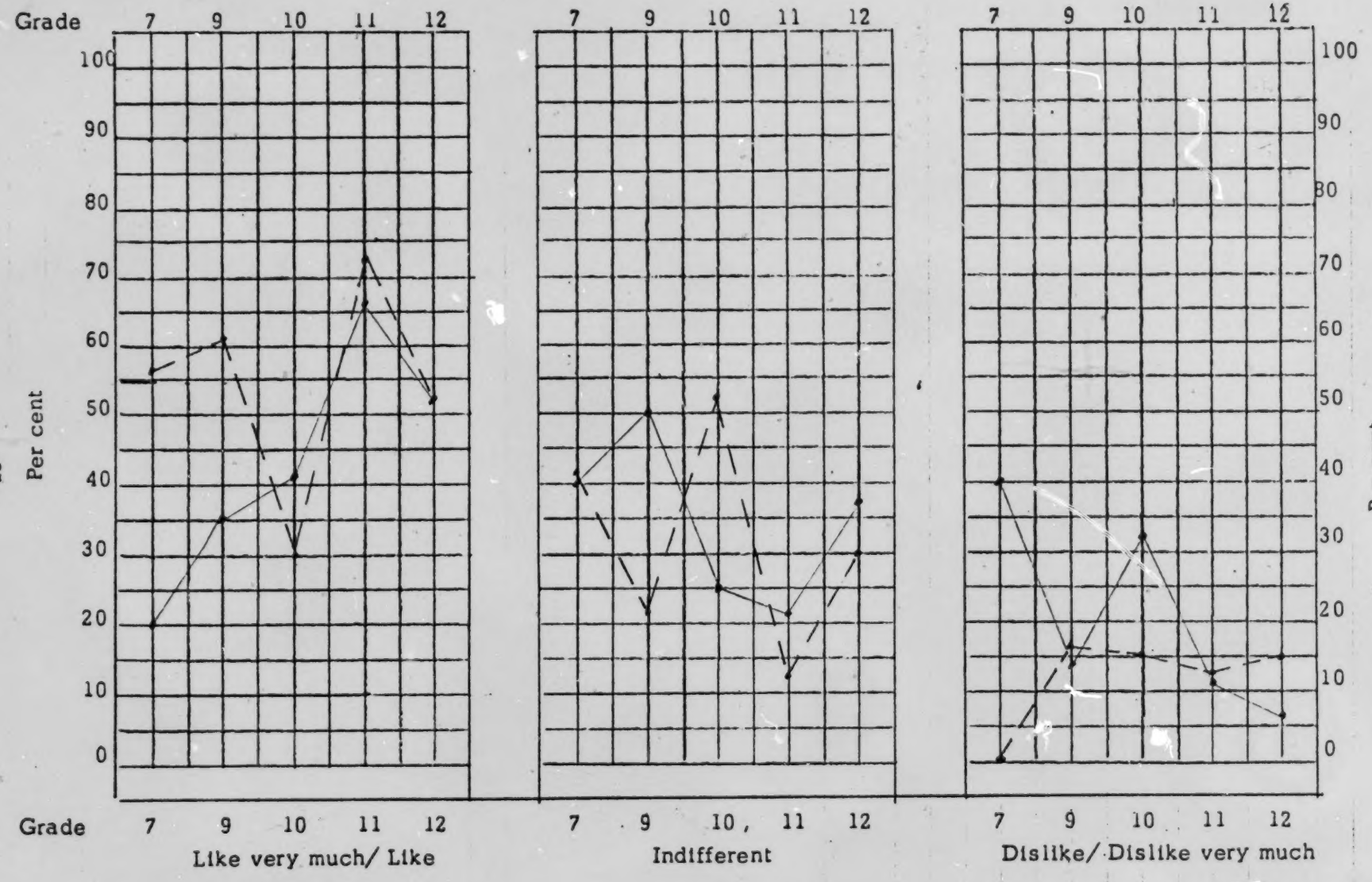


CHART 7

Reading Interest Graph.--Nonfiction Contemporary Problems



Admission requirements for this special school were previously discussed on page 20. Because admission is based largely on test scores and academic performance, plus the reputation of the school in the community, there are very few Black students who apply for admission. At the time of this survey 5% of the student body was Black.

Chart 8 indicates student response to the question concerning student interest in books about Black studies. It is impossible to know whether the general indifference displayed is because there are few Blacks within the school or whether students simply do not care. The indifference displayed by seniors may be of particular concern to teachers since a large amount of time in the spring of the junior history course is spent on Black history and the current status of Negroes in the United States.

The final type of current problem to which students were asked to respond was books about social studies (government, etc.). Chart 9 shows student reaction to this topic. More students, 45% of the girls and 43% of the boys are indifferent towards books dealing with social studies; most of the remaining boys indicate a moderate liking and the girls a moderate dislike.

Students in this special school do not report a strong interest in the areas of social studies, Black studies, or contemporary problems. 65% or less of all students stated they either liked or liked very much these types of nonfiction books. The only exception was eleventh grade boys of whom 73% indicated contemporary problems books were well liked and therefore one of their first choices among nonfiction subjects.

CHART 8

Reading Interest Graph – Black Studies

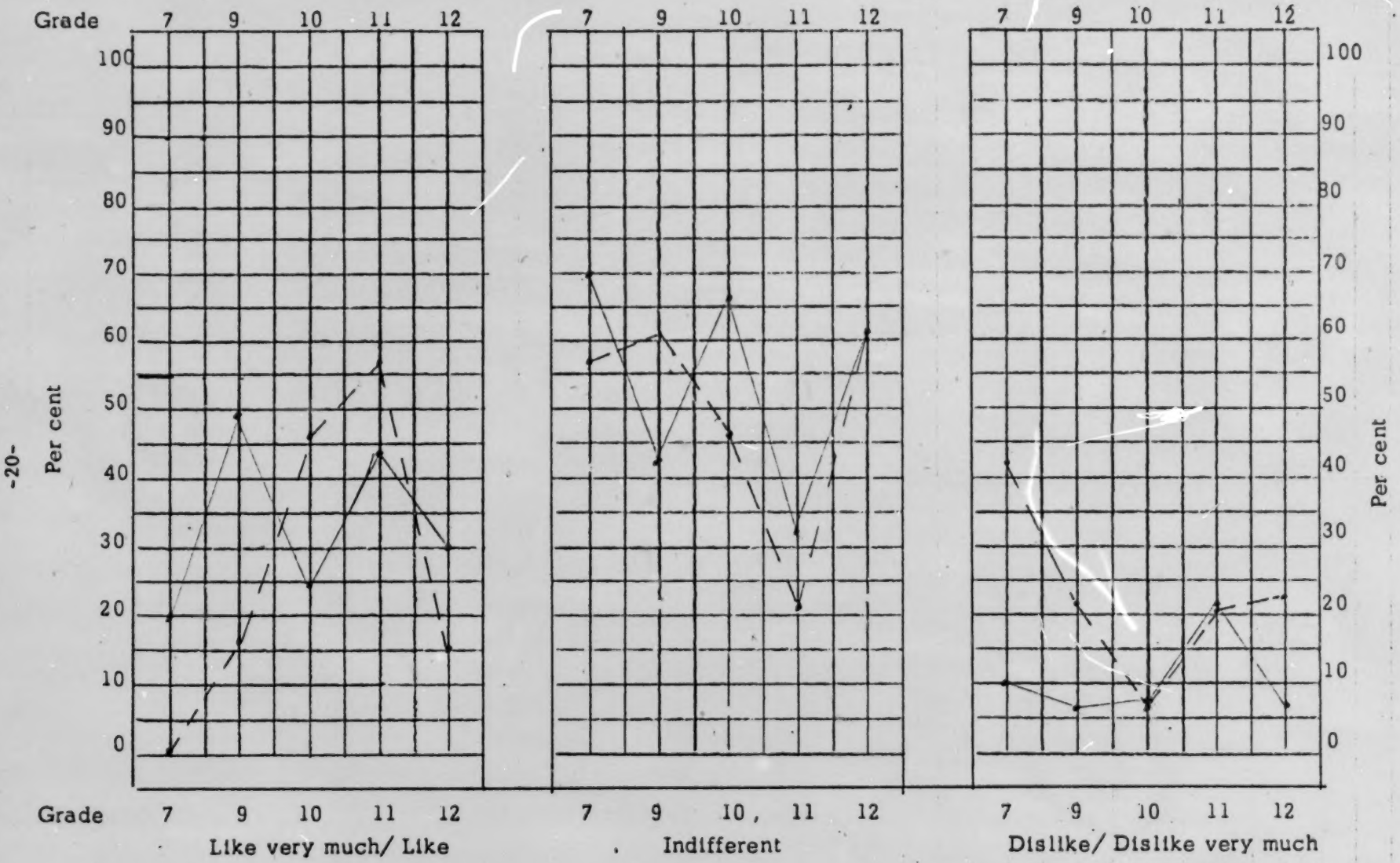
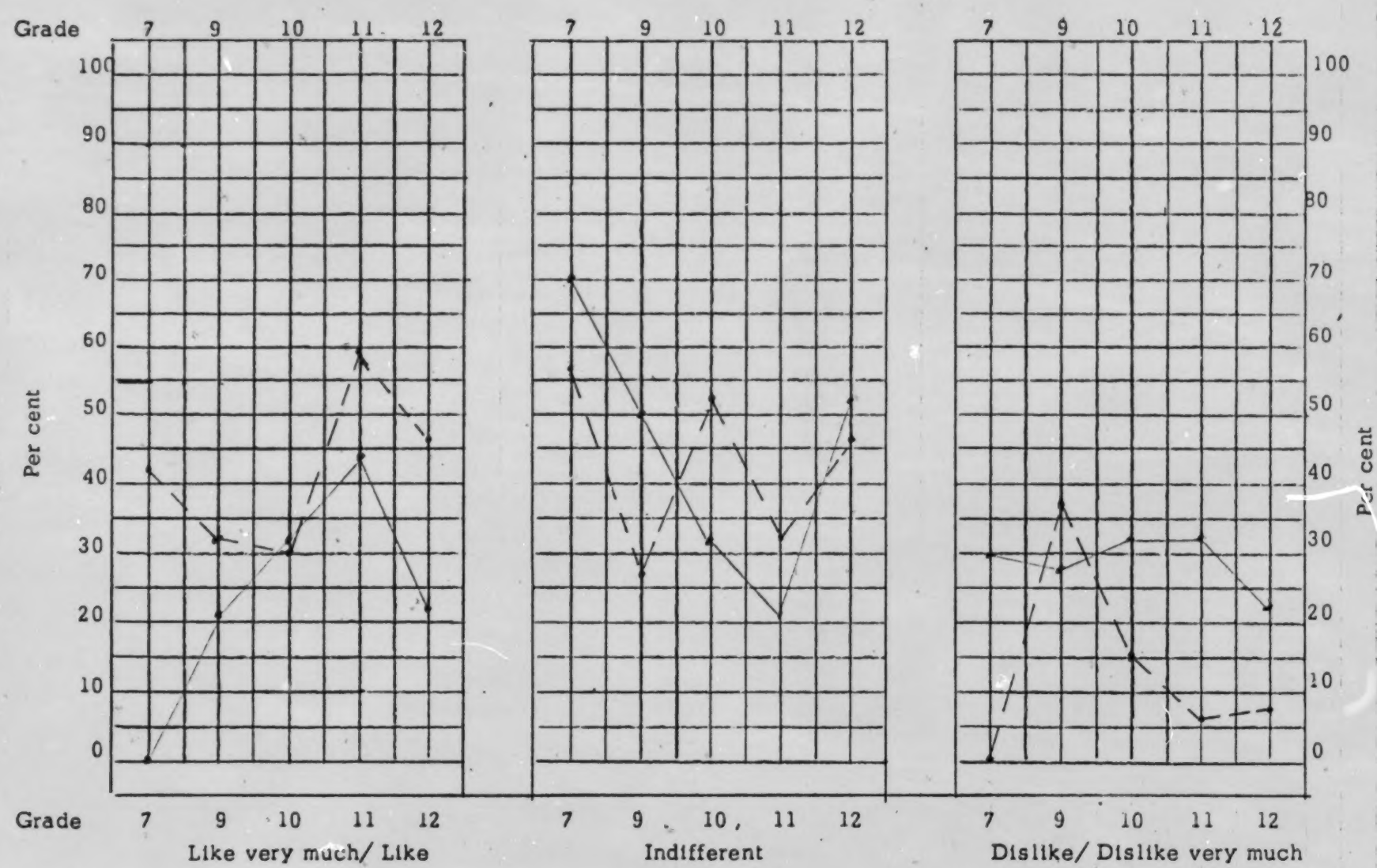


CHART 9

Reading Interest Graph - Social Studies



Student response to the question: How do you feel about nonfiction books about history? is shown in Chart 10. A very positive interest in history is indicated by seventh grade boys of whom 85% said they like or like very much history books. The trend for older boys shows a drop to 45% who like history in the ninth grade with the interest rising to 61% for twelfth graders who indicate that history is one of their best liked subjects for nonfiction books.

Feminine response to history is more erratic with no definite pattern discernible; however, tenth grade girls rate history a top choice in nonfiction. At entrance to the school, in grade seven, 60% of the girls express indifference to books on history, by the twelfth grade indifference has dropped to 21%.

Throughout the grades a dislike for history ranges from 0% for both boys and girls in grade seven to 15% of the boys and 28% of the girls in grade twelve.

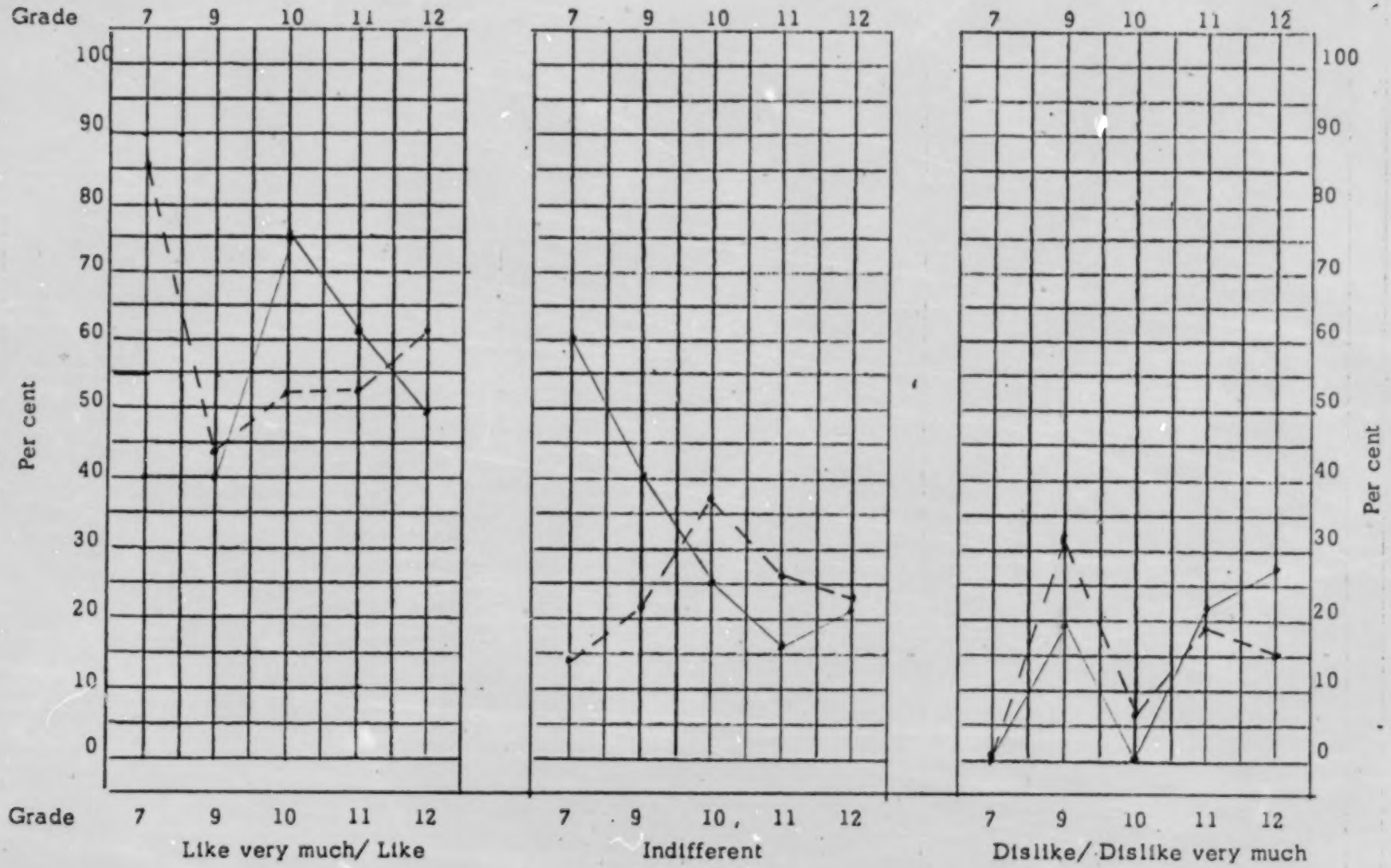
Students were also asked to give their reaction to two specific areas closely related to history; archeology Chart 11 and the prehistoric world Chart 12.

Boys did not indicate a strong interest in archeology; the peak of interest was at the eleventh grade where 46% stated that they like or like very much to read this type of nonfiction. In contrast, the boys' reaction to prehistoric world materials is much higher. 53% or more of the boys in all grades except the twelfth said they liked this type of book. Tenth grade boys list the prehistoric world as their most liked nonfiction reading.

Generally the girls rate archeology higher than do the boys while the reverse is true for prehistoric materials. Interest in archeology by girls peaks at the tenth grade when girls place it as one of their most favored nonfiction subjects.

The negative or dislike reaction to both archeology and materials on the prehistoric world falls below 40% of those students responding. No general trend seems discernible.

CHART 10
Reading Interest Graph- History



Reading Interest Graph – Archeology

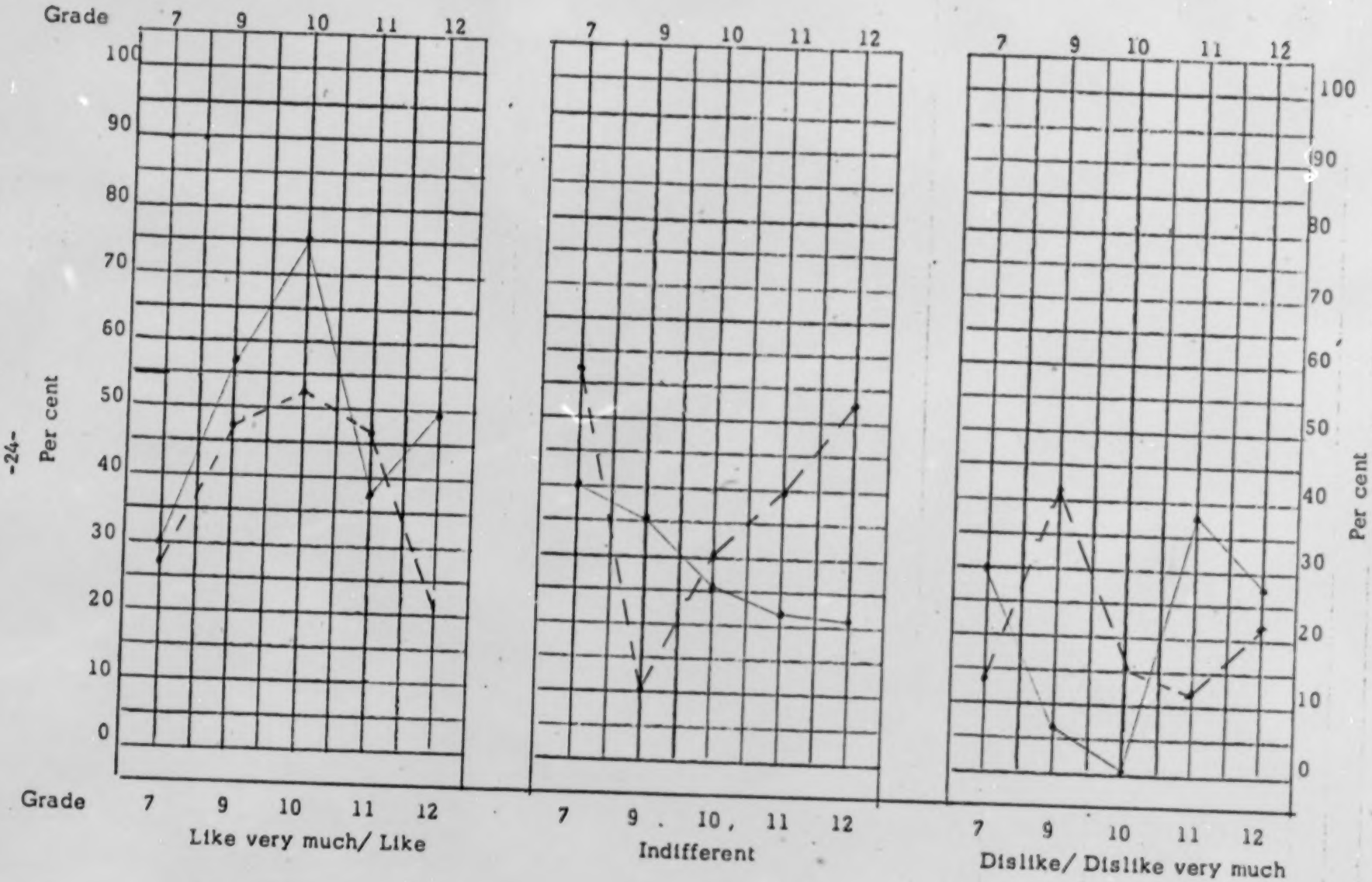
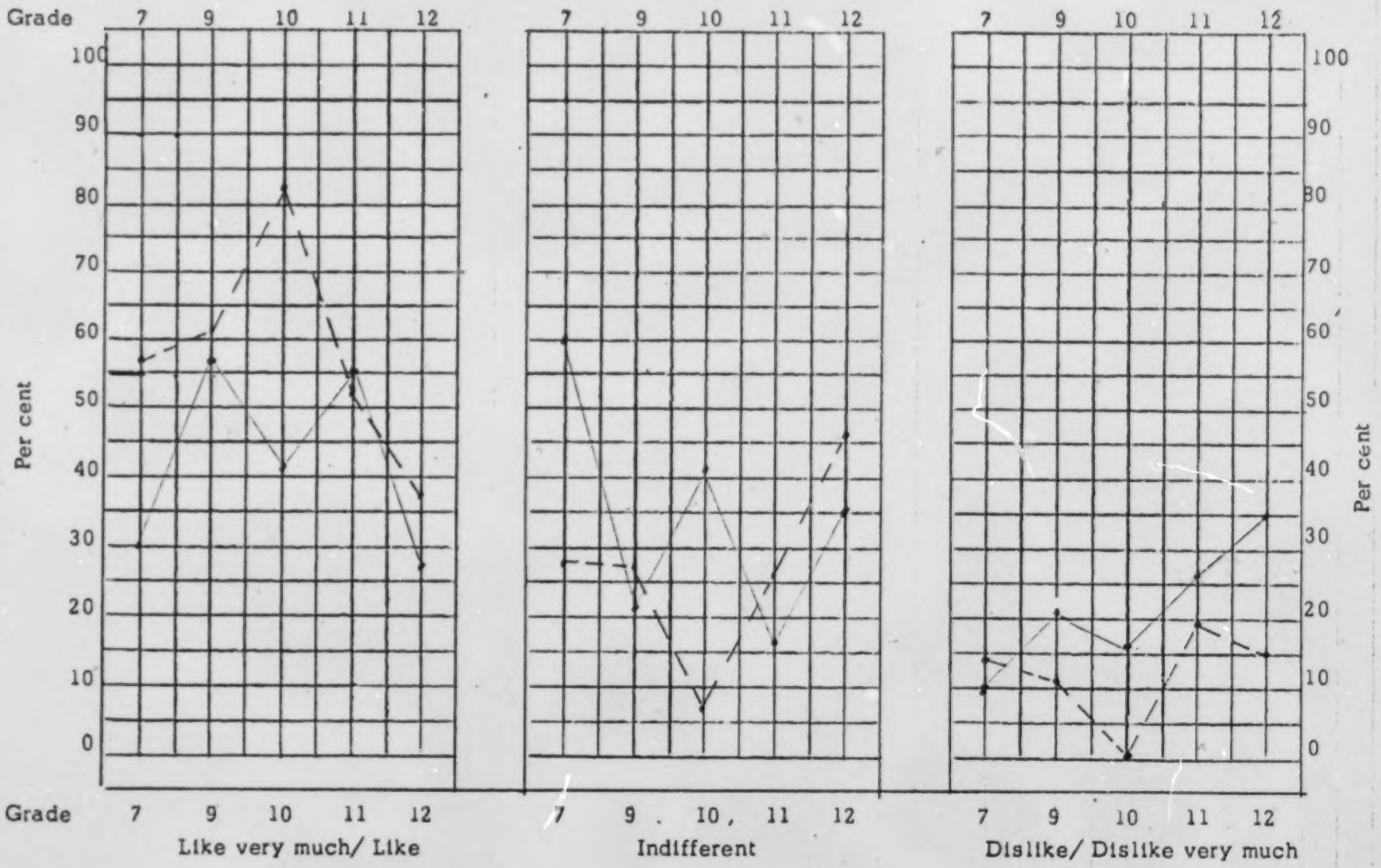


CHART 12

Reading Interest Graph- Prehistoric-World



Historical fiction provides the reader with a different approach to history. Chart 13 shows student reaction to reading materials of this type.

The boys' response to historical fiction is a general downward trend with 87% of the seventh grade boys stating they like or like very much books of this type, by the twelfth grade only 38% of the boys so indicate. Girls show an increasing interest in historical fiction from grades seven to eleven with a drop in interest at grade twelve.

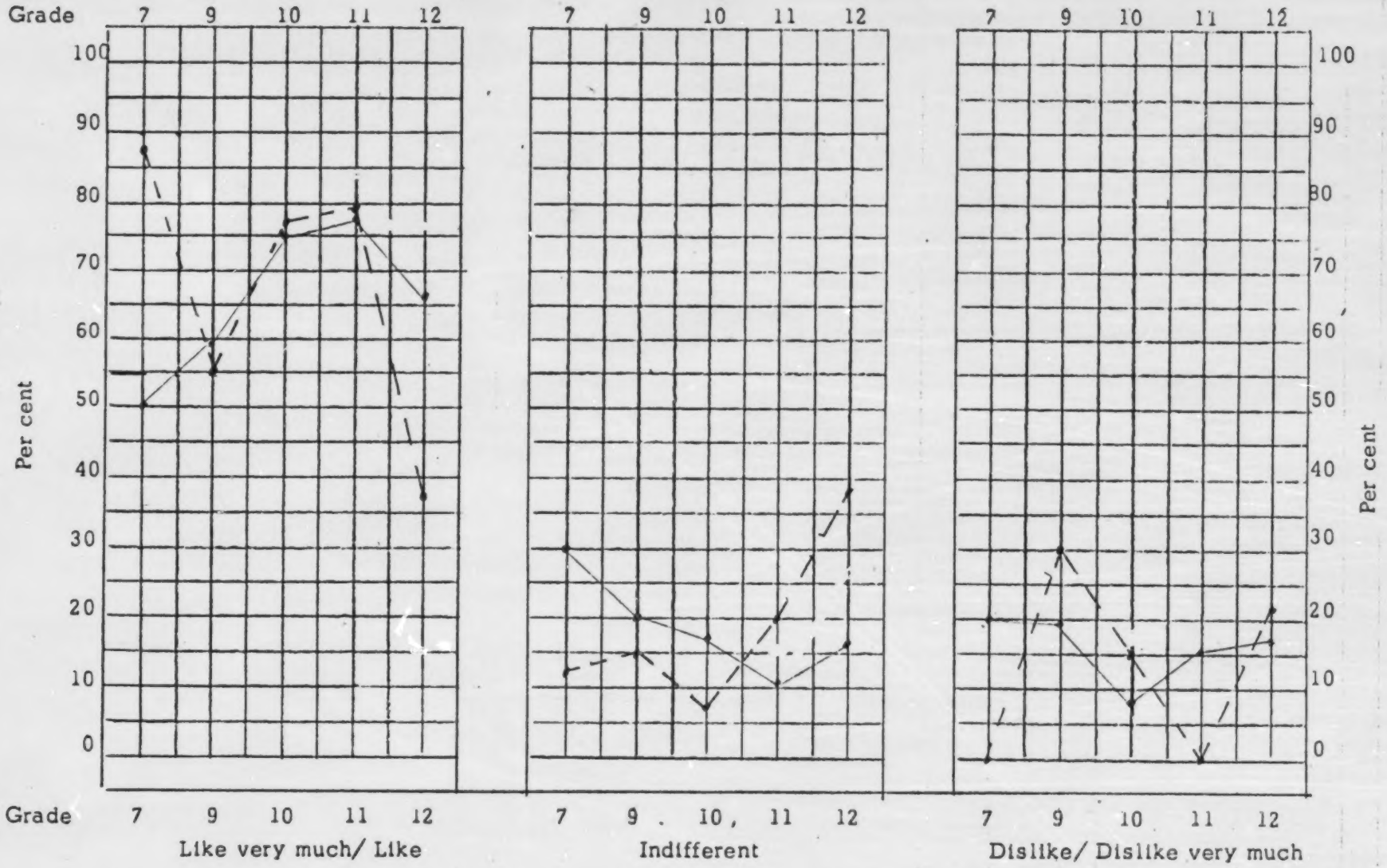
There is no evidence of a strong dislike for historical fiction by either boys or girls.

If the four previous areas, history, archeology, the prehistoric world and historical fiction, are regarded as a unit, the girls all rate historical fiction as their preferred reading although the tenth grade girls also give the same rating, 75% like, to history and archeology.

For boys the pattern is more diverse. Seventh and eleventh grade boys prefer historical fiction, 87% and 80% respectively. Ninth and tenth graders prefer nonfiction dealing with the prehistoric world while seniors choose history which also rates as one of their first choices in the area of nonfiction.

CHART 13

Reading Interest Graph – Historical Fiction



Interest in animal stories is generally considered to be at its height in the elementary school years;[37] older students do not feel drawn to fiction books about animals as illustrated in Chart 14. Girls consistently indicated a stronger interest in this type of story than did boys, but by their twelfth year in school only one-third of the girls responded that they liked animal stories. No boys at the twelfth grade indicated liking animal stories.

As these students progressed through school there was a steady decline in the number who said they liked animal stories and a fairly steady rise in the number who said they disliked or disliked very much this type of story. The number of students who were indifferent in grades seven through twelve varied from one-third to one-half of the boys and one-fourth to one-third of the girls.

Students were also asked for their reaction to nonfiction books about pets, Chart 15. Neither boys nor girls indicate a strong liking for books dealing with pets. The girls definitely prefer the fictional animal stories. The strong negative feelings expressed by both sexes toward animal stories are not quite so pronounced in books dealing with pets. A larger percentage of students indicate that they are indifferent toward this type of nonfiction.

Books dealing with animals whether fictional or nonfictional do not appeal strongly to either boys or girls although the girls do show a somewhat stronger liking for the fictional animal stories. For both boys and girls the interest in these types of books declines as the students progress through school; conversely the percentage of students who state they dislike these books rises.

CHART 14

Reading Interest Graph– Animal Stories

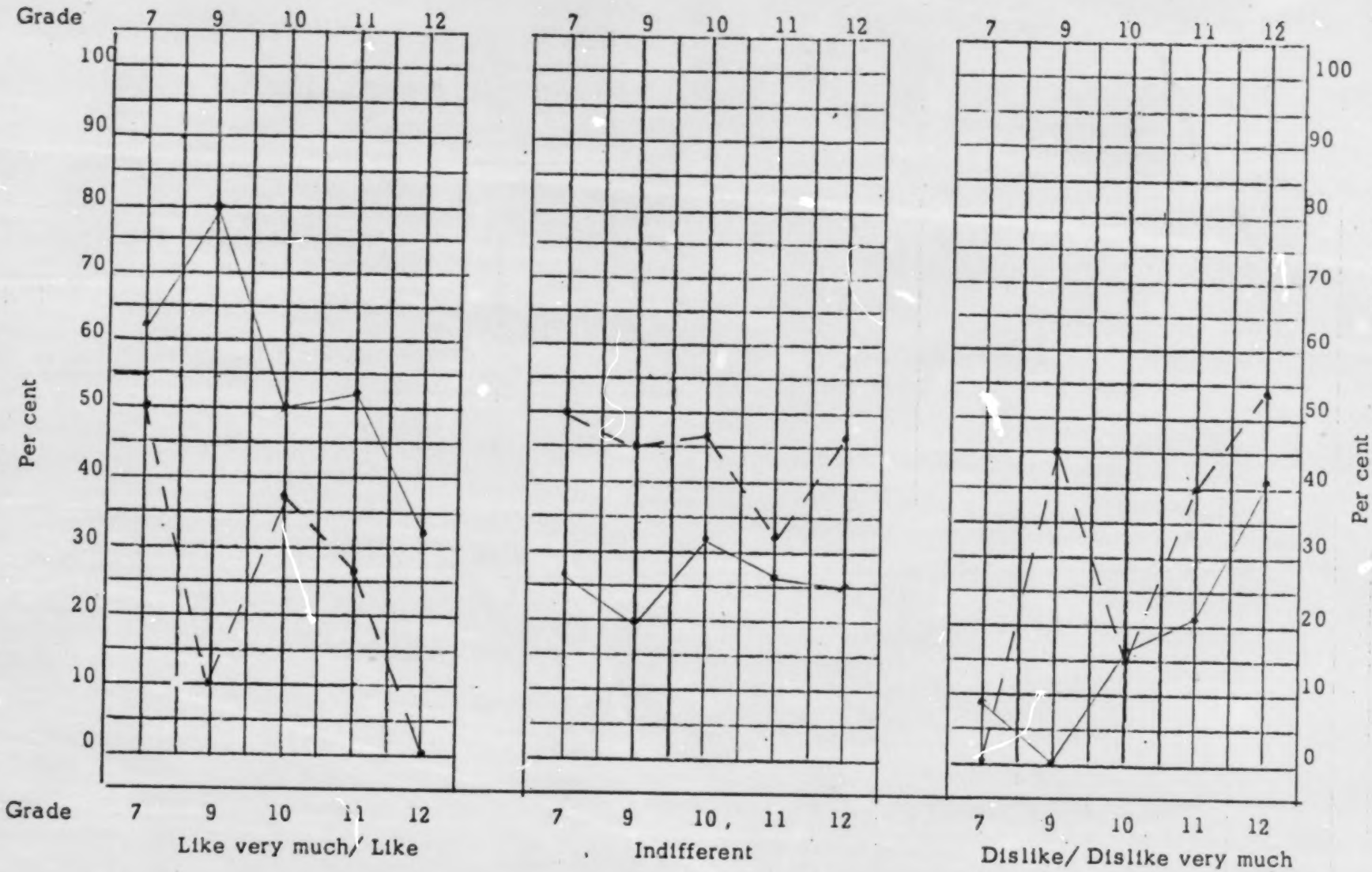
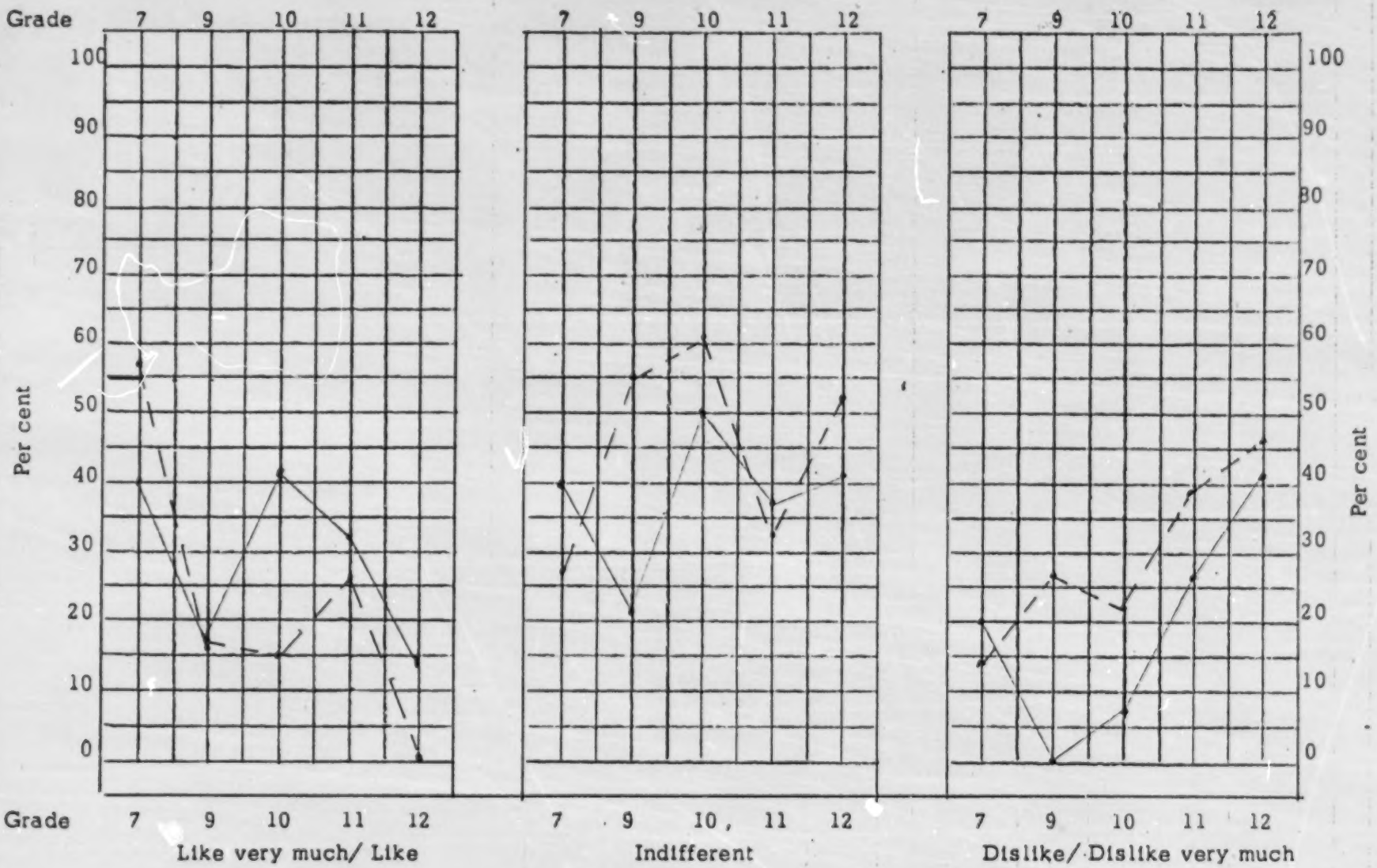


CHART 15

Reading Interest Graph – Pets - Nonfiction



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Nonfiction books which deal with nature study, Chart 16, defined as the study of insects, birds, animals, etc. do not evoke strong interest in either boys or girls. The peak of interest comes at the tenth grade for both boys and girls when 50% of the girls and 61% of the boys indicate they like or like very much books on these topics. After that age there is a drop in interest, especially for boys who at the twelfth grade indicate that only 15% find books on nature study interesting.

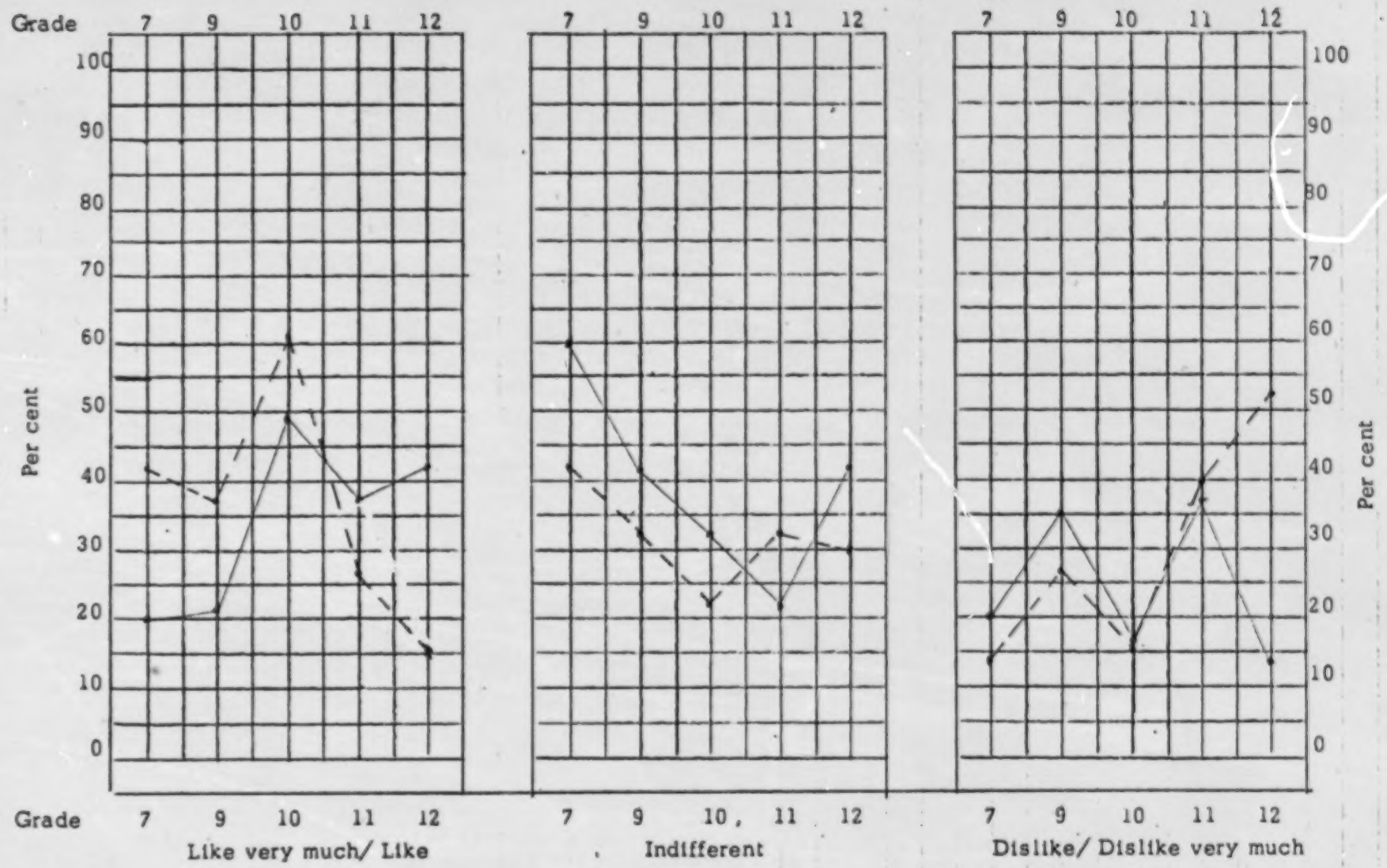
As the boys' liking for nature study decreases their statements that they dislike or dislike very much this type of book increases. Upon entrance to the school at grade seven 15% of the boys dislike nature study, at the twelfth grade this number has risen to 53% which makes nature study one of the most disliked types of books by senior boys.

The girls' dislike, dislike very much, response is very up and down ranging from 14% of the twelfth grade girls to 38% of the eleventh grade girls. Ninth grade girls place nature study as their second most disliked type of nonfiction.

42% of the boys and 60% of the girls at the seventh grade respond to nature study with indifference. This attitude declines until grade eleven for the boys and grade twelve for the girls when there is an increase in the percent of students who are indifferent which still places their indifference below that of the seventh graders.

CHART 16

Reading Interest Graph – Nature Study



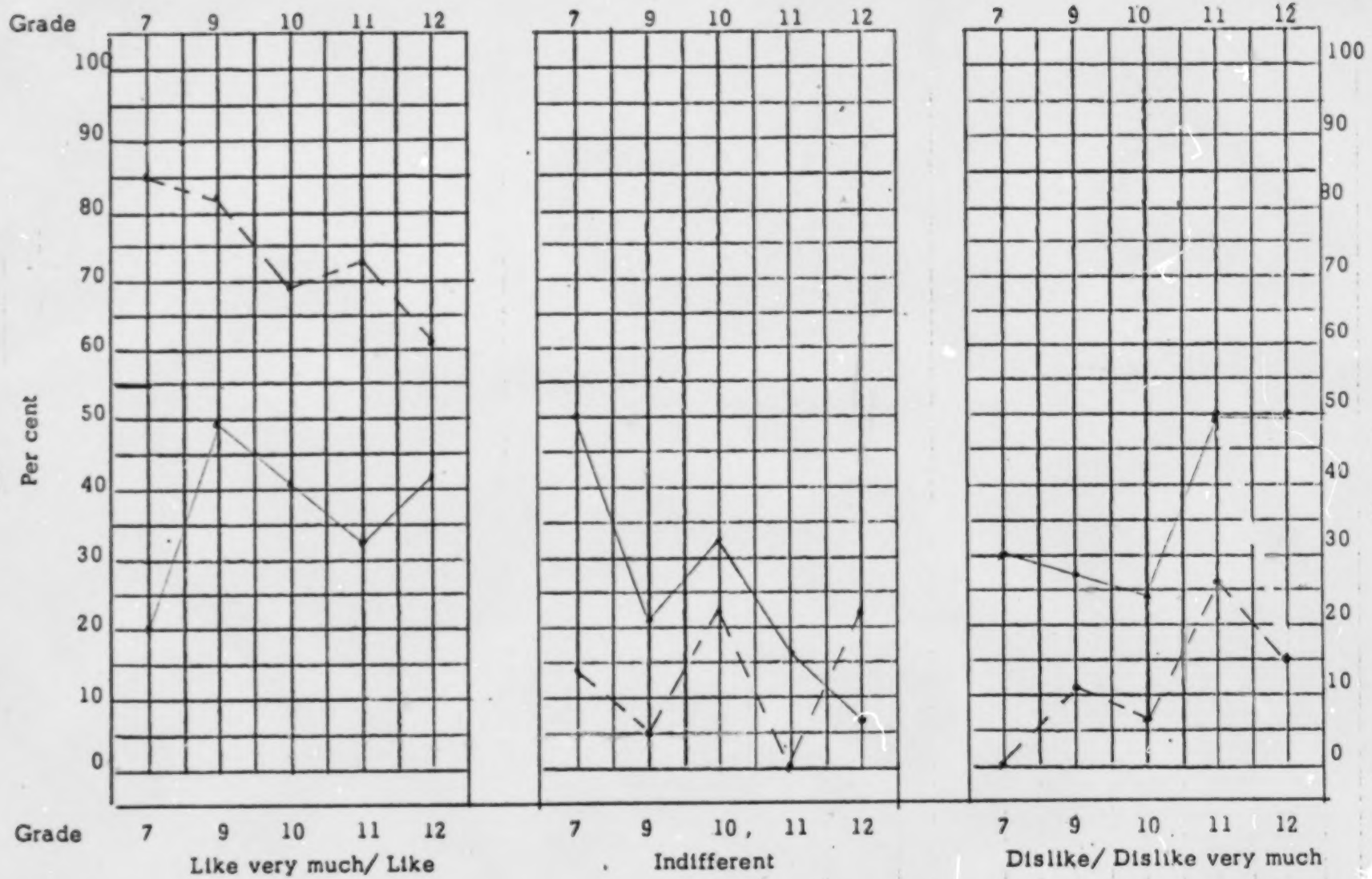
Nature study may be considered as one specific area of the wide subject of science (astronomy, chemistry, mineralology) about which the students were asked to give their reactions, Chart 17.

The high ability boys in this special school give nonfiction science books a strong like, like very much rating. The interest is highest at the seventh grade with 80% of the boys stating they like or like very much science books. From that time on there is a declining interest; at grade twelve 61% of the boys give science a positive response. For all grades science is one of the most liked nonfiction materials; it is among the top three choices at all grades. Boys in grades nine and twelve indicate science is a number one nonfiction choice, seventh and eleventh graders place it second and tenth graders rank it third. With the high interest shown in science books the percentage of boys responding that they were indifferent to or disliked this type of book was low. All percentages fell below 25%.

The response by girls to nonfiction science is quite different; girls do not find science appealing. The percentage of girls who indicated they liked or liked very much science books ranged from 20% in the seventh grade to 50% in the ninth grade. At the seventh grade 50% of the girls were indifferent to science books; at the twelfth grade this number had declined to 7%. Those girls who actively disliked science materials ranged from a high of 50% in the eleventh and twelfth grade to a low of 25% in the tenth. Generally the girls' response to nonfiction science books is not strongly positive. More girls are either indifferent or dislike science books.

CHART 17

Reading Interest Graph - Science



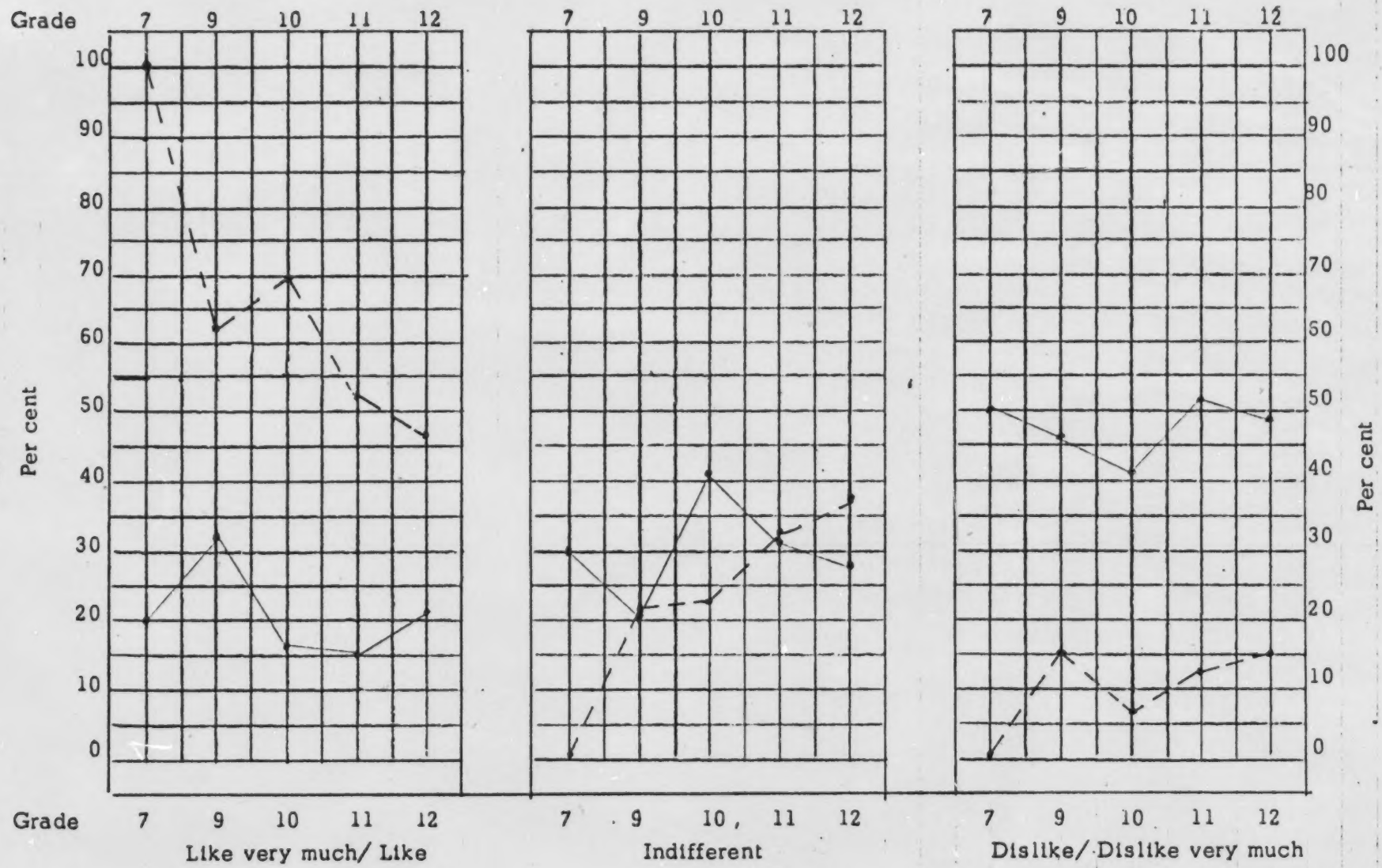
An important aspect of science is in the area of applied science which includes such topics as engines, machines, and space travel. Chart 18 indicates the strong appeal these types of books have for boys. The range of like, like very much responses is greater than those for science (100% grade seven to 46% grade 12). Seventh grade boys state applied science is their first choice in nonfiction materials. For ninth and tenth graders, applied science is their third choice for nonfiction reading. The older boys show a lessening of interest, 53% at the eleventh grade and 46% at the twelfth, but they still rate applied science as their fifth and fourth choices respectively among nonfiction.

Few of the boys indicated a dislike of applied science with the range of such a response running from 0-10%; the remainder were indifferent to this type of book. As the number of boys stating they liked applied science declined the number who were indifferent rose proportionately.

Girls like applied science even less than they like science books. The percentage of girls who state they like this type of book ranged from 33% for the ninth grade to 20% for the seventh. Many of the girls were indifferent, but more indicated an active dislike for applied science books. For girls at all grade levels applied science ranked as the least liked type of nonfiction.

CHART 18

Reading Interest Graph - Applied Science



Science fiction is often considered as a fictional approach to science and especially applied science. Chart 19 shows, as expected, that those boys who enjoy science and applied science also enjoy science fiction. For boys at all grade levels science fiction is either the second or third choice for fiction reading. As the boys progress through school their interest in science fiction declines, but continues to be among their top choices for fiction reading.

The girls' interest in science fiction is not especially strong, but on the whole at all grades the girls show a greater liking for it than for either science, applied science, or nature study. The surprising response is that of the twelfth grade girls of whom 91% said they liked or liked very much science fiction stories. These girls ranked science fiction as their first choice among the fiction subjects suggested.

In the general area of science which includes pure science, applied science, nature study and science fiction the boys at all grades state that they like books on these subjects better than do the girls. The only exception was the senior girls of whom 91% liked science fiction books. In all other areas at all grade levels the percentage of boys who said they liked a specific subject was greater than the percentage of girls so responding.

Several scientific areas are very well liked by boys. Seventh graders rank applied science as a favorite with 100% of those responding stating they like or like very much this type of book. The same response is given to science fiction while science is liked by 85% of these boys giving it a second place ranking. Ninth grade boys rate science as a favorite with 83% stating they like it. Applied science rates a third with 63% and in fiction science fiction ranks second with 78%. Tenth grade boys place both applied science and science as a third choice with 69% stating they like or like very much this type of book.

They also rank science fiction third among the fiction choices with 76% liking these books. Both science and science fiction are liked by 73% of the eleventh grade boys placing science as second among the nonfiction topics and science fiction as third among the fiction choices. Senior boys rate science fiction as their most favored fiction topic, 76% like it, while science is liked by 61% and is a second ranked area among the nonfiction subjects.

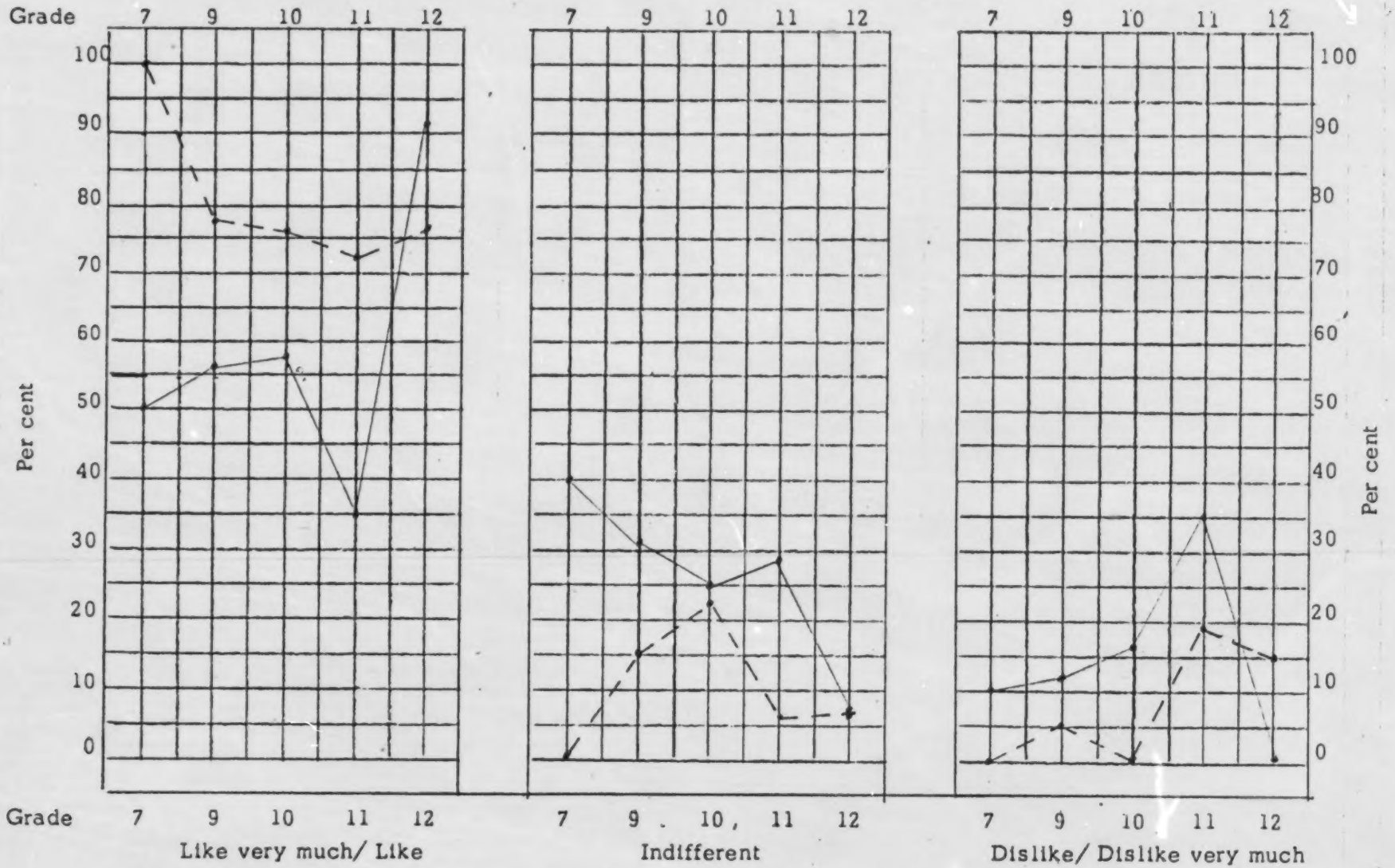
Students were asked about their interest in religions, including the Bible and information on other religions. Neither boys nor girls showed a strong interest in materials of this type. At the seventh grade 42% of the boys indicated they liked or liked very much books in this subject area. Interest steadily declined from that point until the senior year when only 7% of the boys said they liked books on religions. Throughout all five years the percentage of boys who stated they disliked this type of material remained very close to 40%. The percentage of boys who stated they were indifferent to this type of material presents an increasing curve from 14% in grade seven to 46% in grade twelve.

The girls' response to books about religions provides a different pattern. At the seventh grade 30% of the girls said they liked books on religion; this interest peaked at grade ten when 58% of the girls said they liked this kind of book; after that interest declined to grade twelve at which time 42% of the girls liked this type of book.

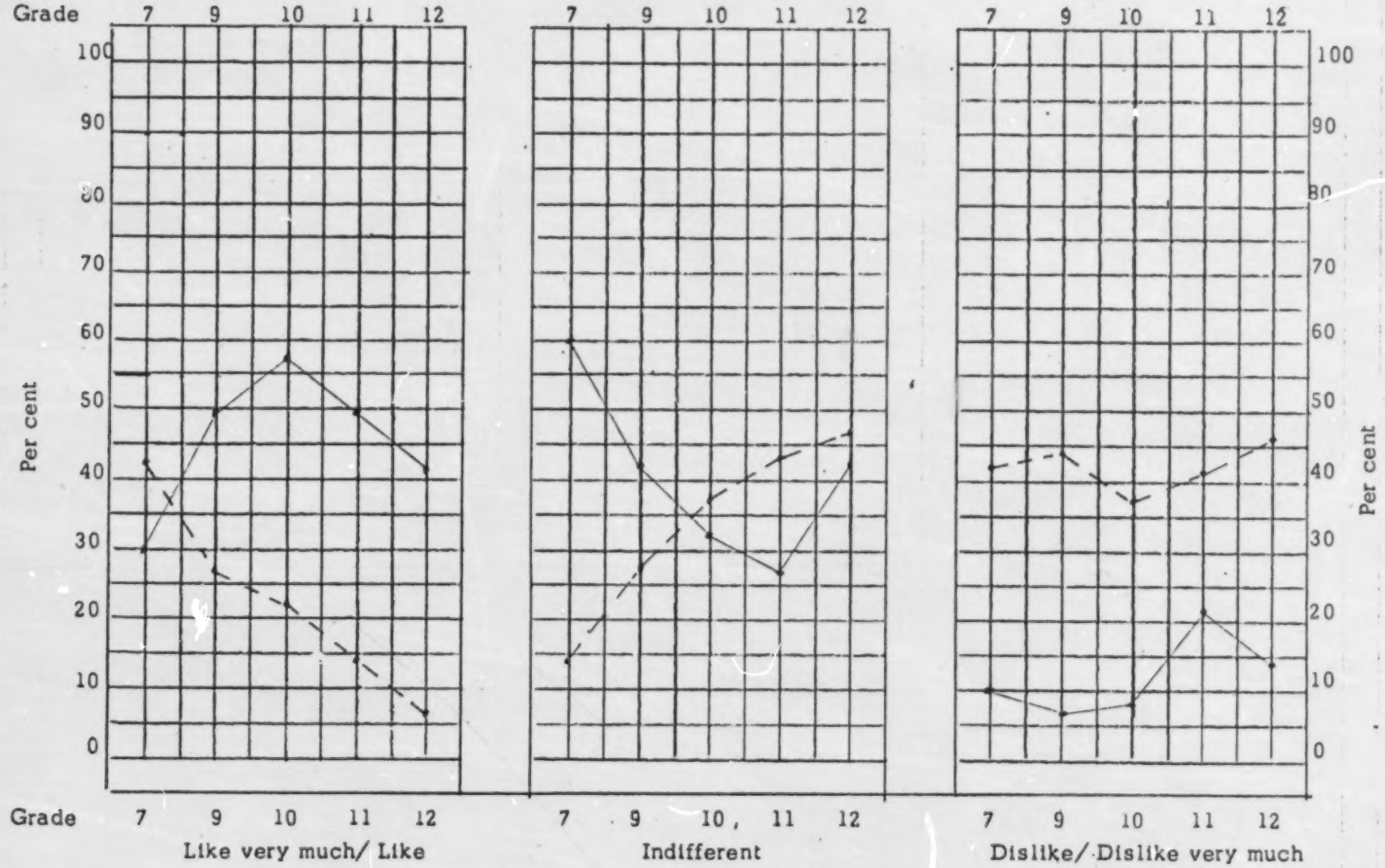
The girls do not indicate as strong a dislike for books on religions as do boys. Between 7%-22% state they dislike this type of material. More girls, 60%, are indifferent at grade seven with the indifference on a steady decline until the twelfth grade when 42% indicated indifference towards this type of book.

CHART 19

.Reading Interest Graph– Science Fiction



Reading Interest Graph—Religions



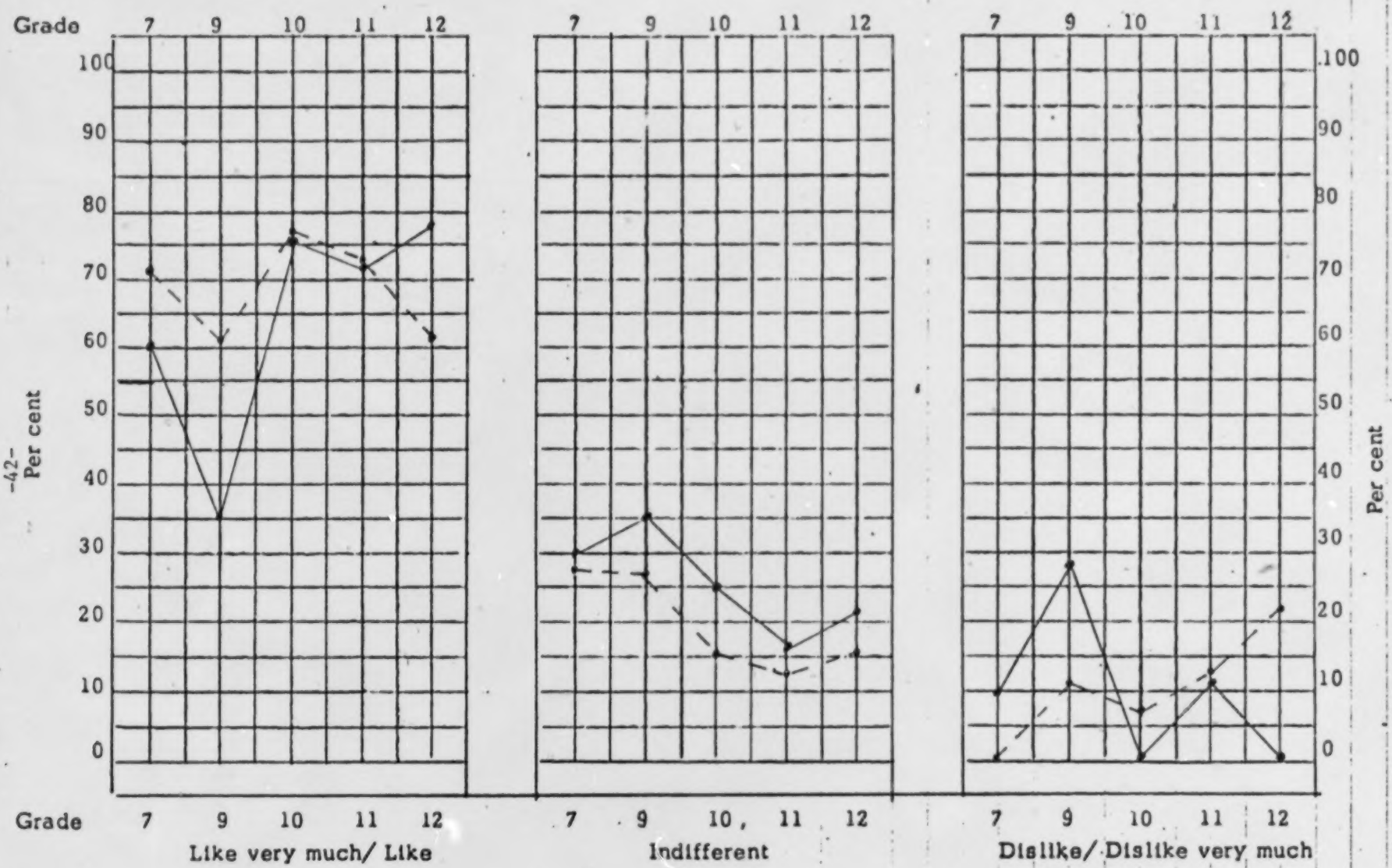
Mythology, Chart 21, might be interpreted as depicting the traditions associated with pre-Christian religions. However, student response to mythology is far more positive than to books on religions. Boys, especially, indicate a strong liking for books of this type with the percentage of boys stating they like mythology ranging from 61%-71%. When considered with all other nonfiction choices which the students were asked about the boys in grades ten, eleven and twelve all rate mythology as the second most favored type of nonfiction book.

The girls appear to be somewhat more erratic in their responses and no real pattern of interest is visible. However, for tenth grade girls mythology is their first choice among nonfiction materials. Girls in grades seven, eleven and twelve rate it as a second nonfiction choice.

Although mythology and religion were originally thought to be somewhat related in terms of stated student interests this does not appear to be the case.

CHART 21

Reading Interest Graph - Mythology



Students were asked their feelings about nonfiction books dealing with folklore, Chart 22, and hero tales, Chart 23.

As the charts indicate none of the boys are particularly interested in either except for seventh graders of whom 71% said they liked hero tales. After the seventh grade interest by boys in both folklore and hero tales declines until at the twelfth grade 15% indicate they like these types of books. The percentage of boys who state they dislike these books is essentially the same for each topic at each grade.

The response given by girls differs a great deal between the two topics. The girls at all grade levels like folklore better than hero tales. With the exception of the ninth grade the percentage of girls stating they like folklore increases from 55% at the seventh grade to 85% at the twelfth where it ranks as these girls' first choice in nonfiction reading. These same girls do not show a strong interest in hero tales with the responses for liking ranging from 33% of the girls in grade nine to 45% indicating a positive response in grade ten.

The percentage of girls who indicated they dislike folklore decreases in much the same proportion as the percentage of girls who like folklore increases. The negative or dislike response to hero tales is somewhat higher as is the percentage of girls who express indifference especially at the ninth grade where 53% of the girls so replied. This was the largest percentage of girls indicating a reaction to hero tales.

Neither folklore nor hero tales offer a strong appeal to any of the boys except seventh graders in this special school. For these boys hero tales rank as their third choice among nonfiction materials. The girls in this school, especially those in grades ten, eleven, and twelve rate folklore as among their more favored nonfiction materials.

CHART 22

Reading Interest Graph – Folklore

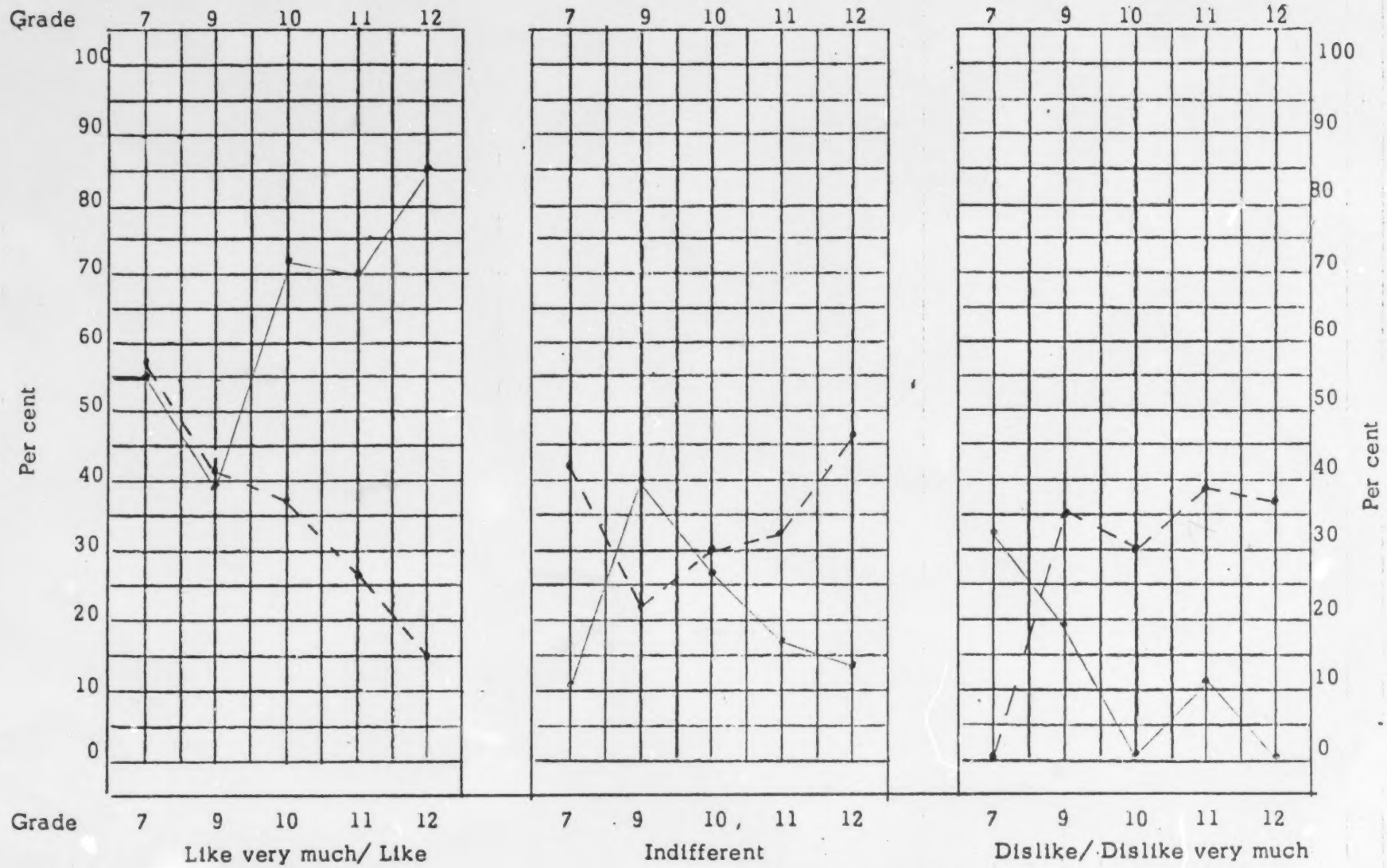
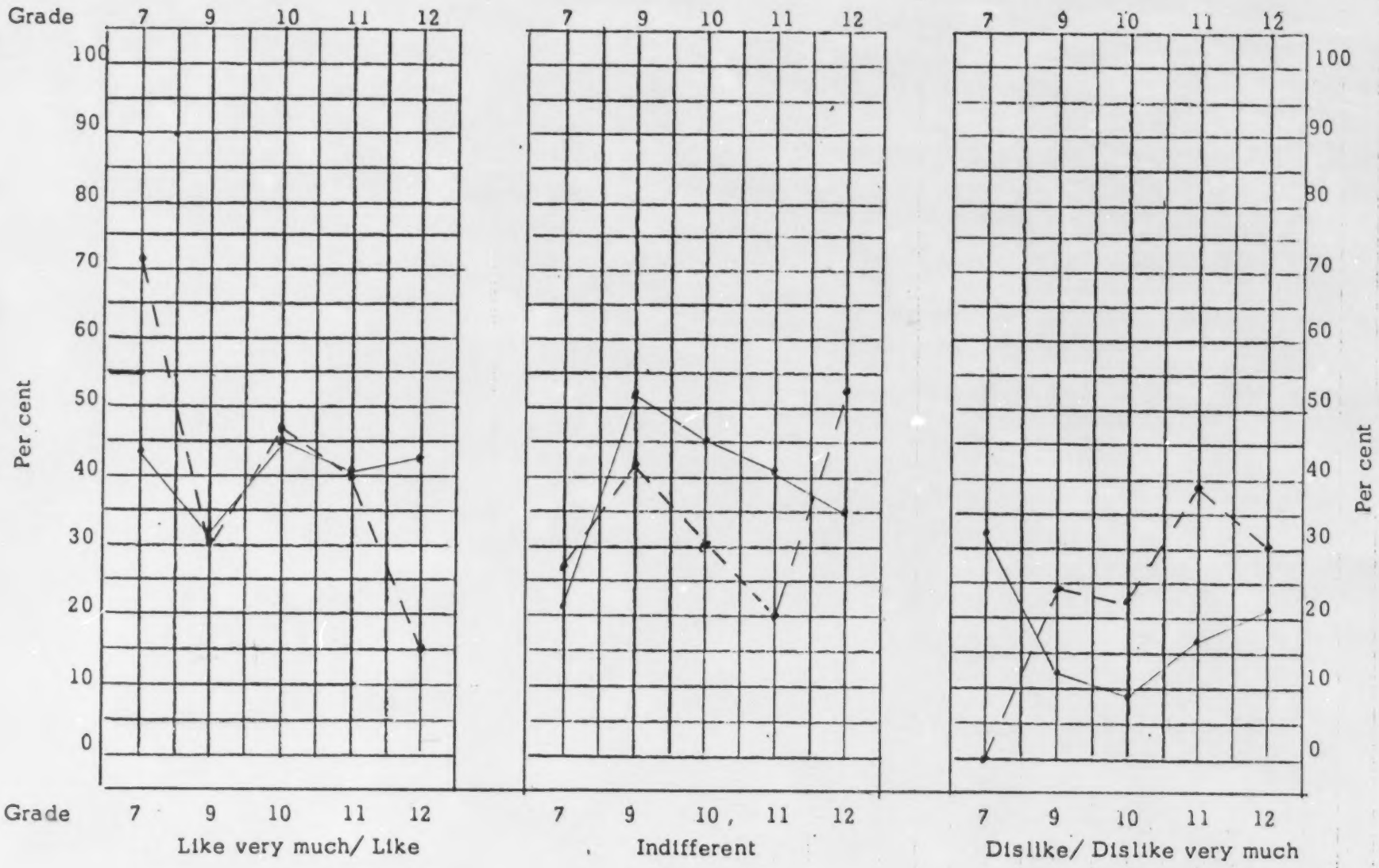


CHART 23

Reading Interest Graph – Hero Tales



Charts 24 and 25 illustrate student response to biographies of men and women respectively. At all grades for both subjects the girls indicated a stronger interest in both types of biography with the exception of biographies of men at the eleventh grade at which point both boys and girls interest levels intersect. As might be expected a low percentage of the boys show an interest in biographies of women; the percent of boys who said they liked this type of book ranged from 17% of the ninth graders to 60% of the eleventh graders. A larger percentage of the boys expressed indifference while a small group, 0%35%, stated an active dislike. The percentage of boys indicating a dislike of biographies of men is virtually the same. The boys are somewhat more interested in biographies of men with the eleventh graders rating this type of biography their second choice of nonfiction reading and biographies of women their third choice; but on the whole biographies do not greatly interest boys.

Girls expressed a strong interest in biography with biographies of women receiving a somewhat higher percentage of like or like very much ratings. 77% of the seventh grade girls state they like this type of book, the response drops to 60% of the ninth graders and then levels off to 70% for grades ten, eleven and twelve. Seventh and ninth grade girls place biographies of women as their first choice among the nonfiction topics suggested. Biographies of men are somewhat less appealing to girls with the like rating ranging from 52% at the ninth grade to 75% at the tenth. Tenth and eleventh grade girls rate biographies of men as their most favored nonfiction topic. For twelfth grade girls both biographies of men and women rank as the third most liked nonfiction choice.

Although boys indicate a moderate liking of biographies, and certainly not a strong dislike, it is the girls who most often find biography appealing especially biographies of women which received a high percentage of like, like very much responses at all grade levels.

CHART 24

Reading Interest Graph – Biographies of Men

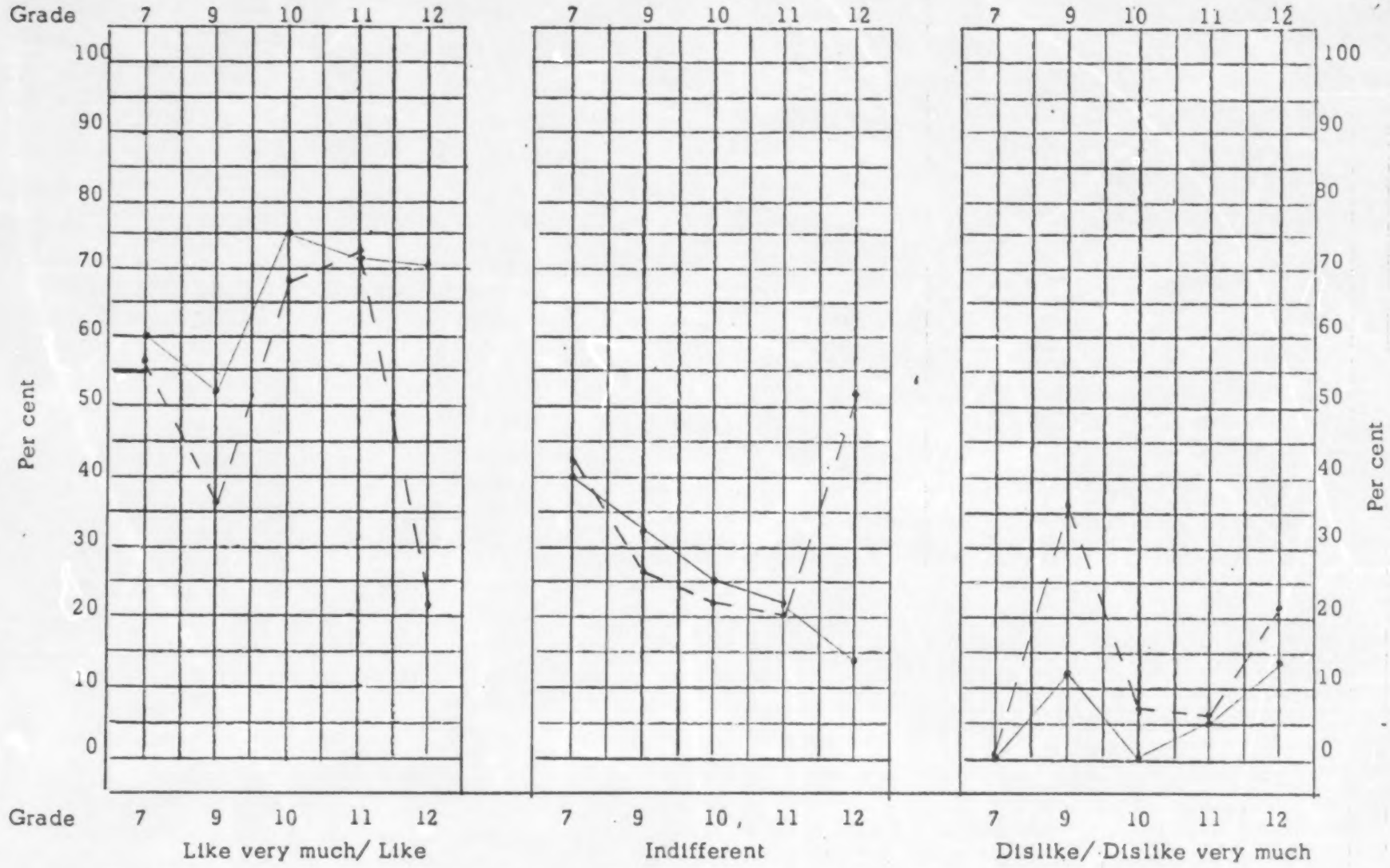


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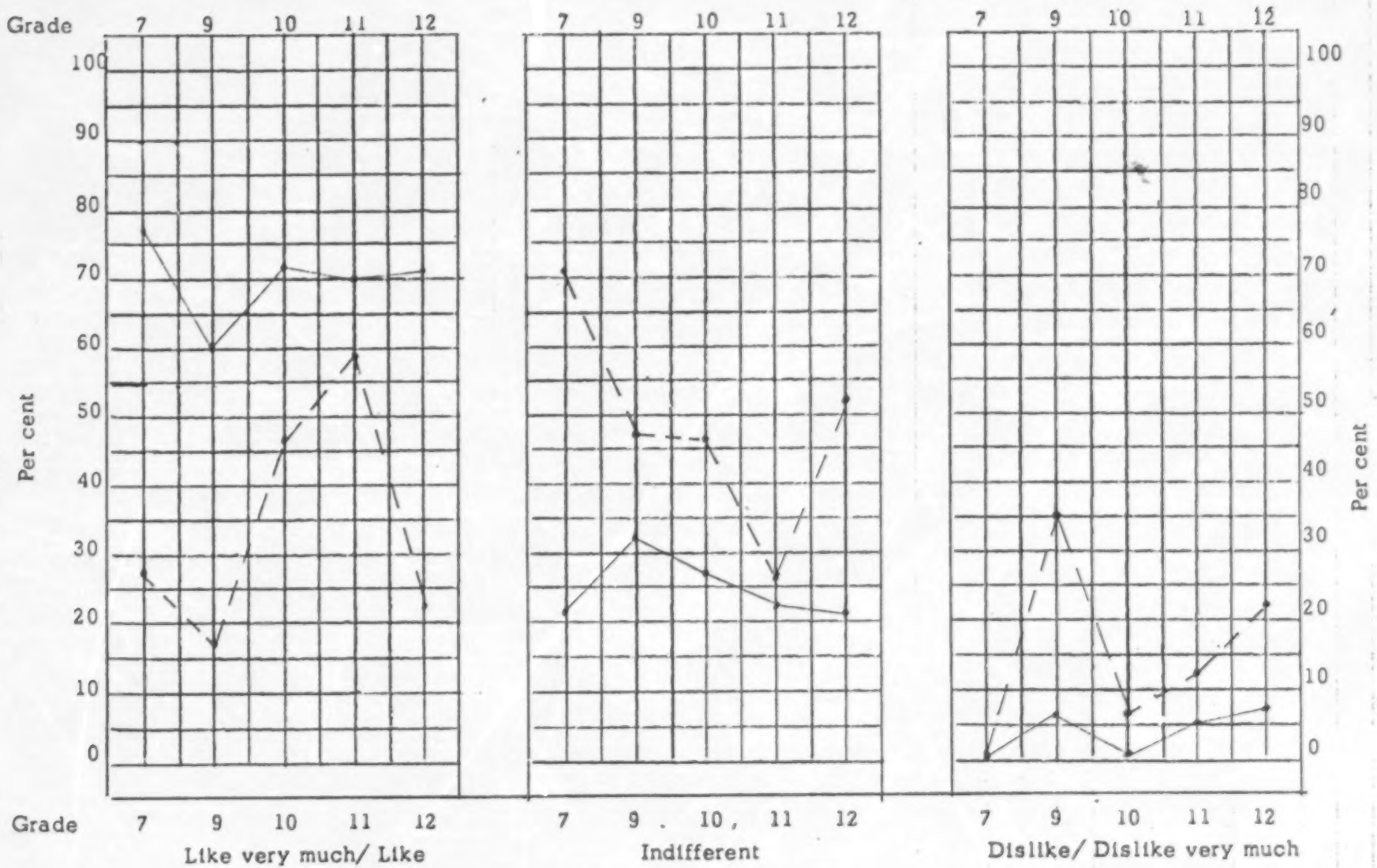
CHART 25

Reading Interest Graph– Biographies of Women



Students were asked their reaction to fiction stories about boys, Chart 26, and girls, Chart 27. The response of girls at all grade levels to both topics was virtually the same in terms of if they like or like very much these types of stories. 60% of the seventh grade girls indicate they like stories about boys and girls; from that time on the interest decreases to 16% of the tenth grade girls who like stories about girls and 25% of the tenth and twelfth grade girls who like stories about boys. The percentage of girls who express a dislike for these types of stories generally increases from grades seven through twelve with 40% of the senior girls stating they dislike both stories about boys and girls.

With the exception of seventh grade boys of whom 75% say they like or like very much stories about boys, neither stories about boys or girls elicit a strong positive response. For all boys, except those previously mentioned, those indicating they like or like very much these types of stories falls below 30%. The strongest response to stories about boys or girls is one of indifference.

CHART 26

Reading Interest Graph— Stories about Boys

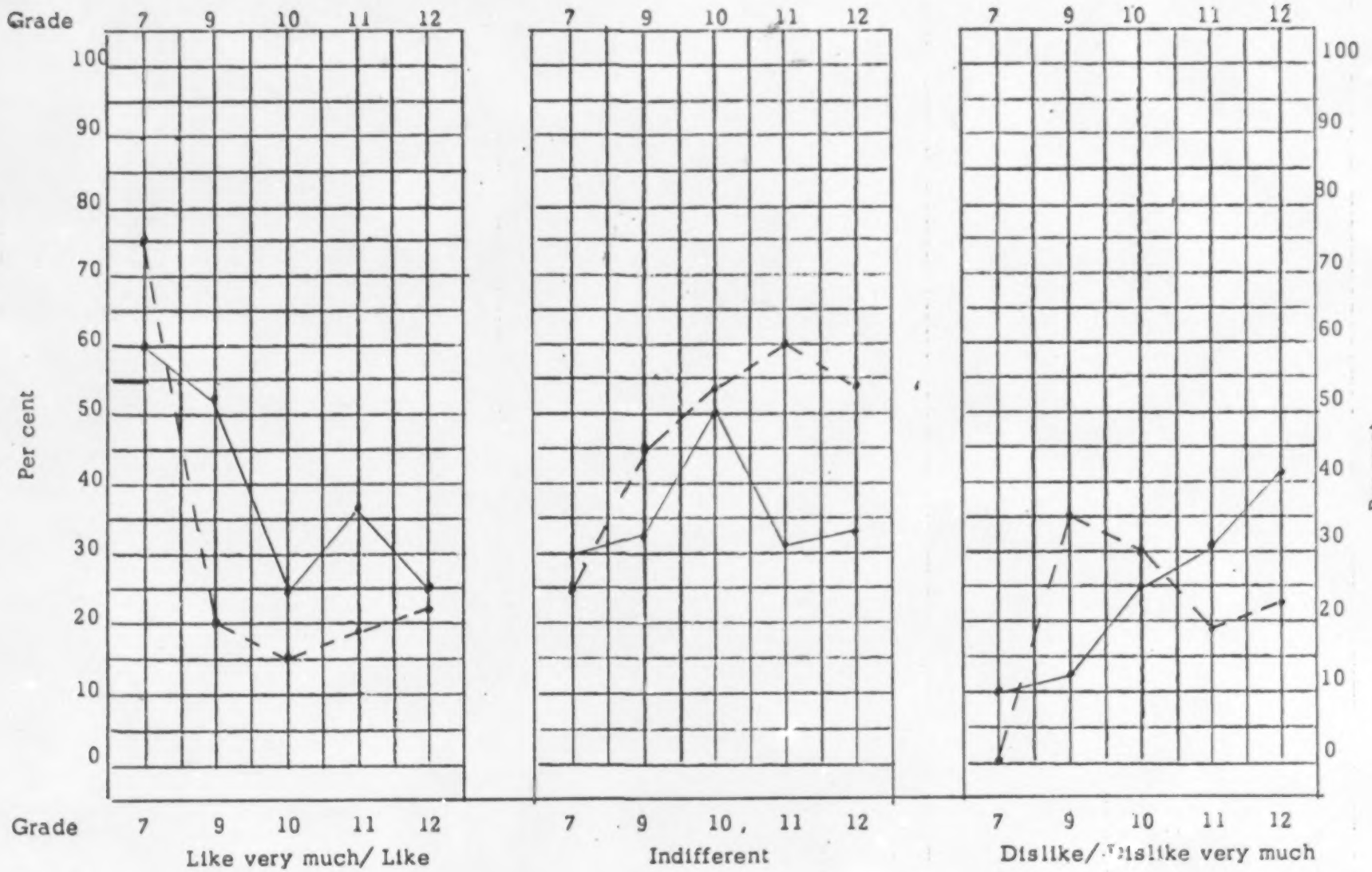


CHART 27

Reading Interest Graph – Stories about Girls

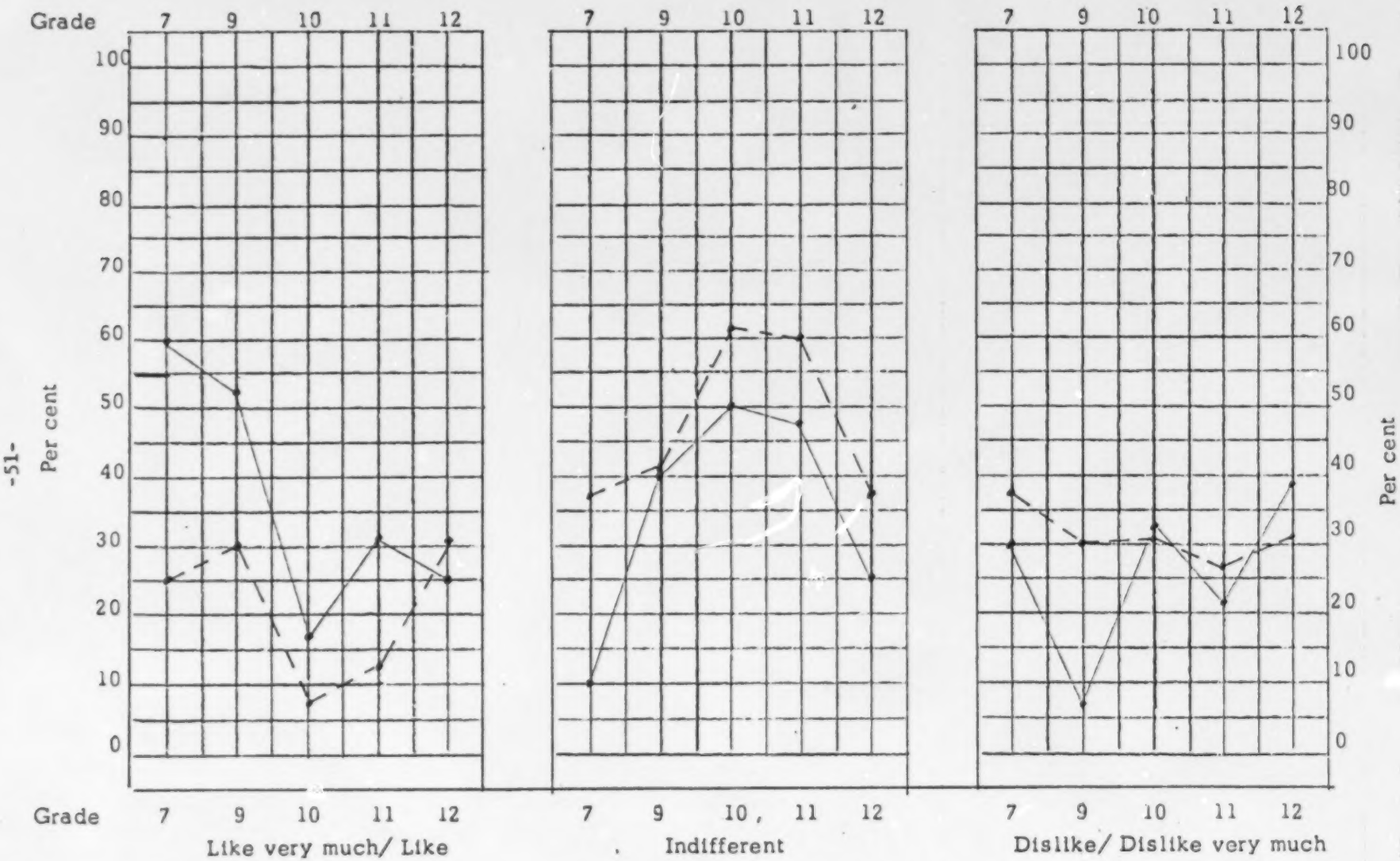


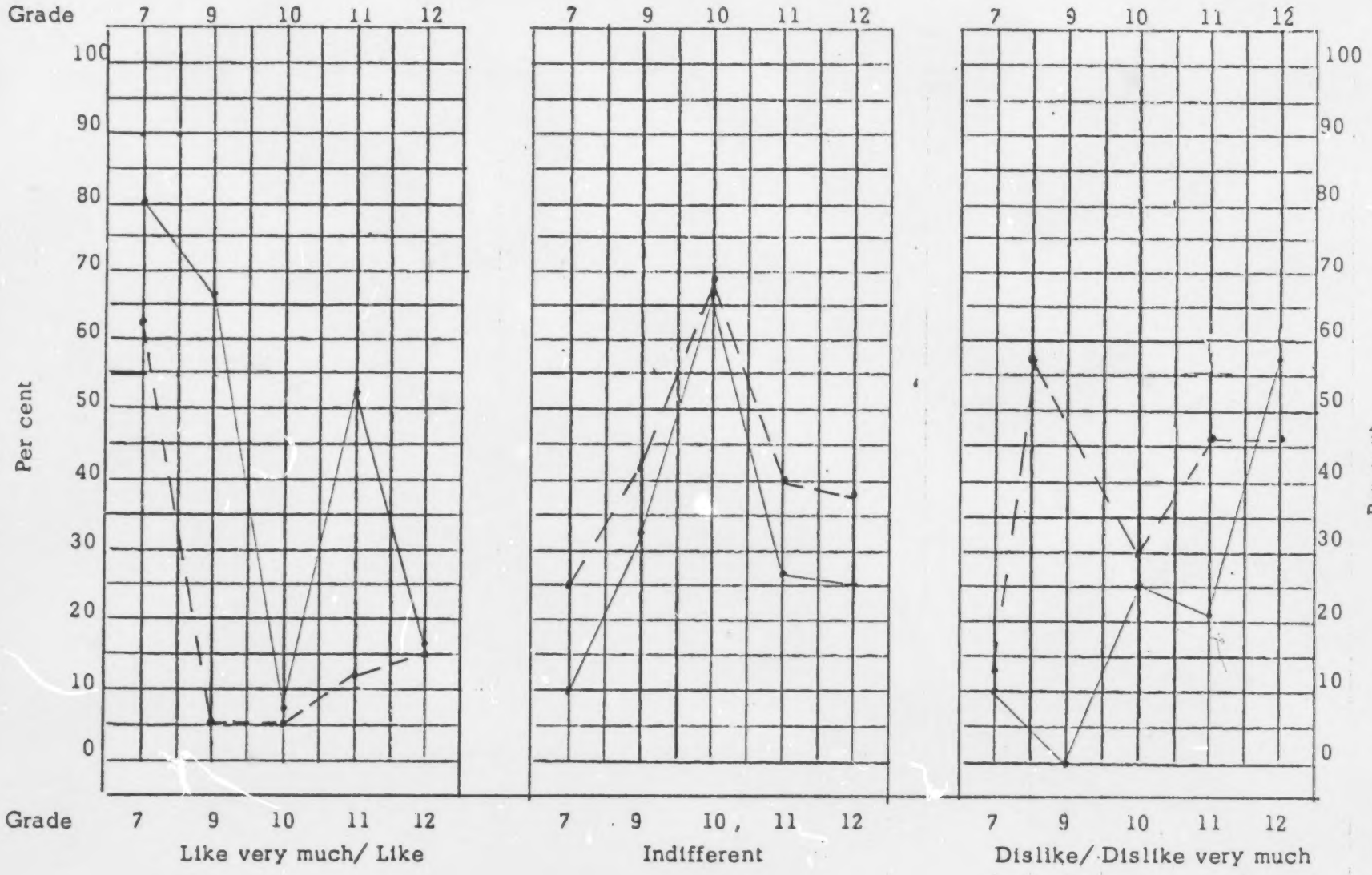
Chart 28 illustrates student attitudes toward fiction books about families to which boys responded somewhat as expected. At the seventh grade there is a moderate interest as indicated by 62% of the boys stating they liked this type of story. After that time there is a sharp drop in interest which is replaced by a fairly equal percentage of boys who are indifferent or actively dislike this type of book.

The response of the girls to family stories was also generally as expected. The interest of seventh grade girls is high with 80% of them stating they like this type of fiction; however, as the girls mature they show a declining interest. The sharp drop in interest by tenth grade girls cannot be explained. As the percent of girls stating they like family stories decreases there is an increase in the percent stating they dislike this type of story; by graduation more than one-half of the girls display this negative response.

Fiction stories which are about boys, or families, are fairly well liked by both boys and girls in the seventh grade with a steady decline in interest throughout the remainder of the grades. Stories about girls are somewhat liked by younger girls, but none of the boys indicate a strong liking for this kind of fiction.

CHART 28

Reading Interest Graph – Stroies about Families



Charts 29, 30, and 31 show student reaction to nonfiction books about art, music, or books of poetry. In all three areas the response by girls was far more positive than that of boys.

Although the percentage of girls who say they like or like very much these types of books is larger than the percentage of boys so stating the girls in most grades do not indicate a strong liking for art, music, or poetry. There are a few exceptions. Tenth grade girls rate art as one of their first choices among nonfiction materials; poetry is a second choice for seventh and eleventh graders. Generally, the girls show a somewhat stronger interest in poetry, but more often they respond with indifference rather than an active dislike for these three types of books.

Art, music and poetry do not provoke any great interest on the part of boys. The largest percentage of boys stating they like one of these areas is eleventh graders of whom 33% said they liked books about art. The lowest percentage was senior boys of whom 0% said they liked poetry. Of these same senior boys 3% said they liked art and 7% said they liked music. The percentage of boys who indicated either indifference or dislike of these three topics was fairly evenly divided, but in all cases these responses exceeded the percentage of boys who stated they liked these types of books.

Nonfiction books about art, music, or poetry do not elicit a strong positive response from either boys or girls although the girls display a somewhat stronger interest than do boys. A comparison of the charts shows that for all three topics at all grade levels the girls like these areas better than do boys and conversely the boys dislike these topics more than do girls with the exception of the response of twelfth graders to books about art.

CHART 29

Reading Interest Graph – Art

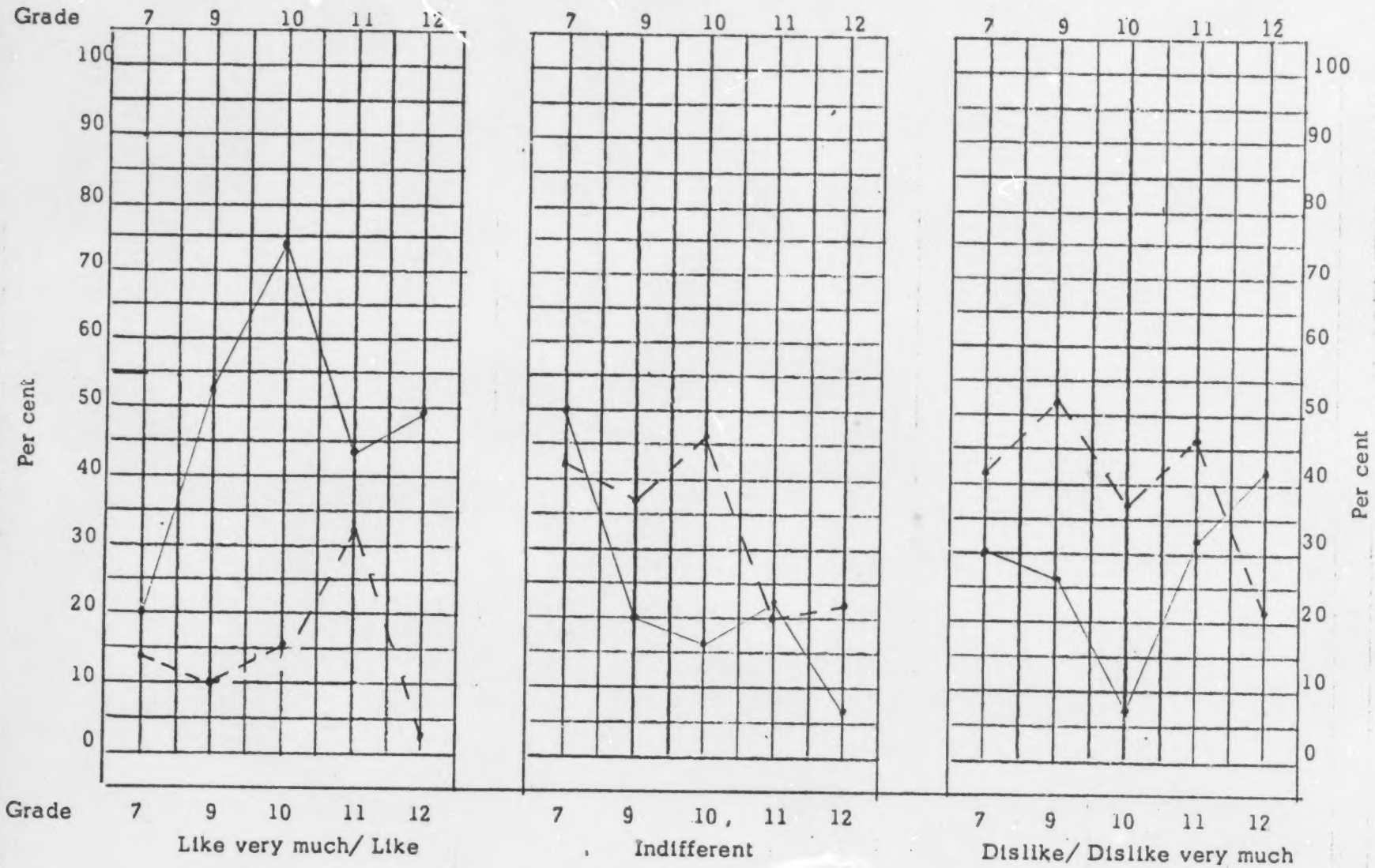


CHART 30

Reading Interest Graph– Music

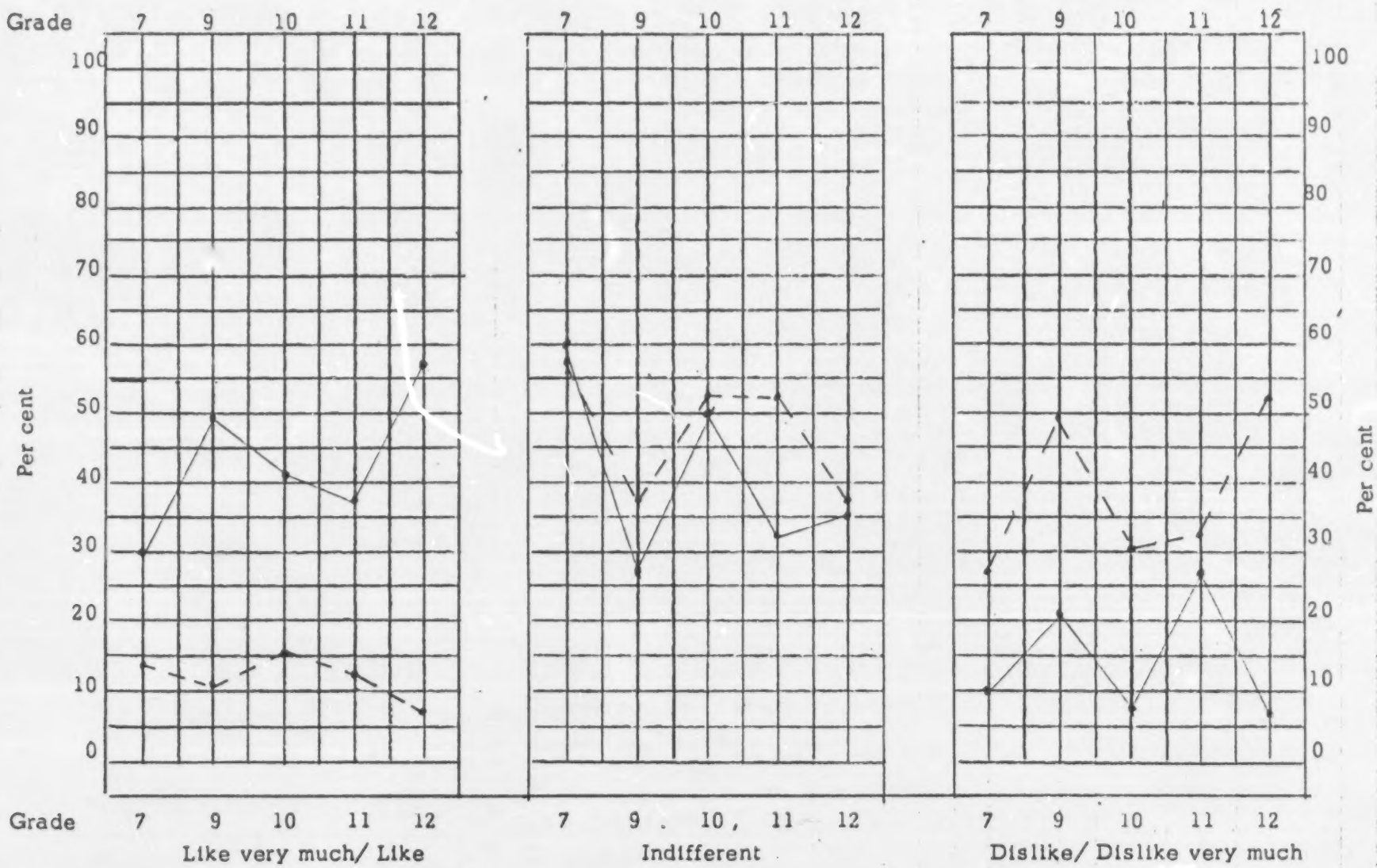
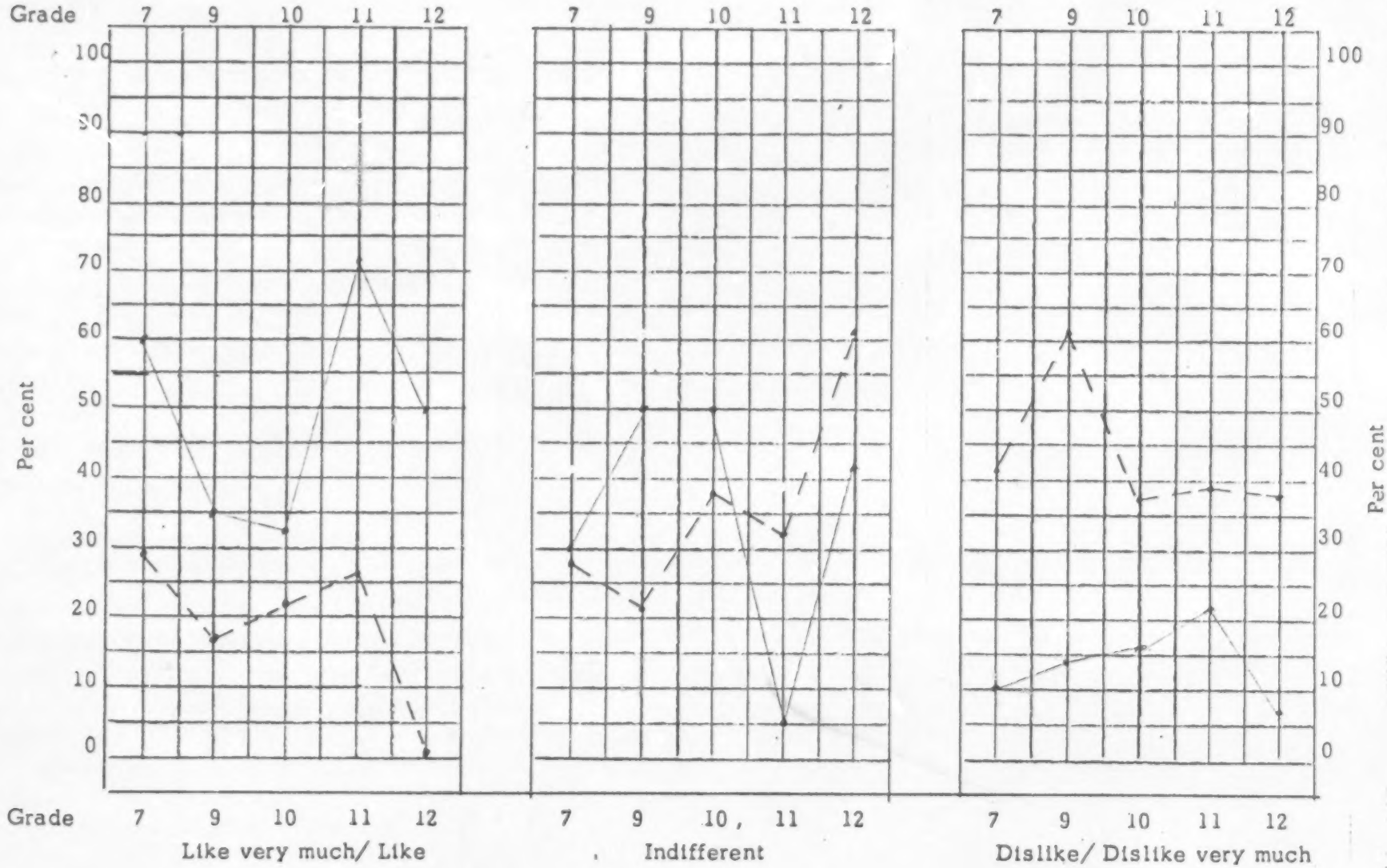


CHART 31

Reading Interest Graph- Poetry



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The students were asked about their attitudes towards nonfiction books about travel, Chart 32, and its fictional counterpart stories of other lands, Chart 33.

Generally, both boys and girls indicate a somewhat stronger interest in the fictional stories of other lands than in nonfiction travel books. At the earlier grades, seven and nine, the percentage of boys and girls liking stories of other lands is fairly close, but in grades ten through twelve their interests diverge with the boys showing less interest and the girls somewhat more. At grade seven 62% of the boys state they like or like very much this type of story; upon reaching twelfth grade this response drops to 23%. 70% of the seventh grade girls state they like stories of other lands, only 40% of the ninth graders so indicate; by grade twelve fifty percent of the girls state they like stories of other lands.

The percentage of students who dislike stories of other lands is fairly low; the largest percentage of students with this attitude is eleventh grade boys of whom one-third so responded. A similar situation is true when the students were asked about their attitude towards nonfiction travel books; although a somewhat larger percentage of the girls indicate a dislike for travel than for stories of other lands.

The percentage of girls who said they liked or liked very much nonfiction travel books increases somewhat from 35% at the ninth grade to 50% at the twelfth. Charting the boys reaction indicates more fluctuation but the trend is generally downward, 57% of the seventh grade boys like travel books; the percentage declines to 15% at the twelfth grade. The percentage of students indicating that they are indifferent to travel books is reasonably consistent for both boys and girls throughout the grades surveyed.

Nonfiction books on travel do not provide a strong appeal for either boys or girls. Fictional stories about other lands are viewed with somewhat more

favor by all girls except those in ninth grade. Seventh grade boys also indicated a positive attitude towards these stories. Neither boys nor girls show a strong dislike for either type of book.

The response by girls to books on sports both fiction, Chart 34, and nonfiction, Chart 35, was much as expected. Sports books do not appeal to these girls; both fiction and nonfiction sports books rank last or next to last among the subjects suggested for all girls in all grades. The girls were most often indifferent to books about sports although their response to fictional sports stories show a rising dislike throughout their school years. At the twelfth grade 53% of the girls stated they disliked sports stories.

Boys like sports books much better than do girls, but as the boys grow older their interest in sports books declines. At the seventh grade 71% of the boys state they like nonfiction sports books, 62% of these same boys state they like fictional sports books; the percentage of boys who like both fiction and nonfiction drops to 38% by the time they reach twelfth grade. Few of the boys state an active dislike for the nonfiction sports book; there are a larger percentage who indicate a dislike of fictional sports stories. The percentage of boys who dislike both types of sports books is the reverse of those who like sports books. At the twelfth grade 21% of the boys state they dislike nonfiction sports books while 33% of the boys so state about fictional sports stories.

Sports books, either fiction or nonfiction, do not offer a strong appeal for these girls. The boys, especially the seventh graders, do enjoy sports stories, but the percentage of boys who state they like sports stories declines from that time on.

CHART 32

Reading Interest Graph – Travel

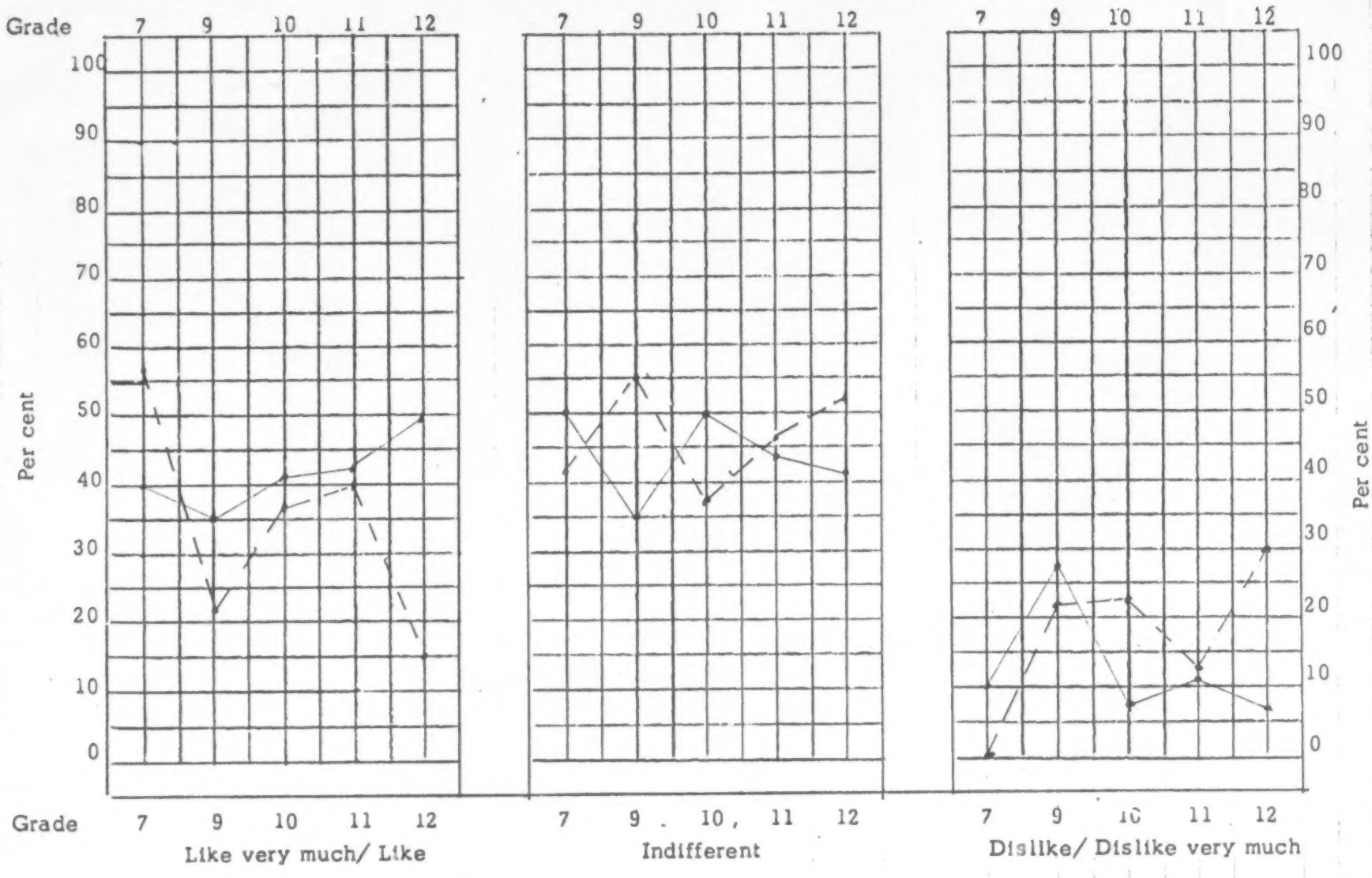

CHART 33

Reading Interest Graph - Stories of Other Lands

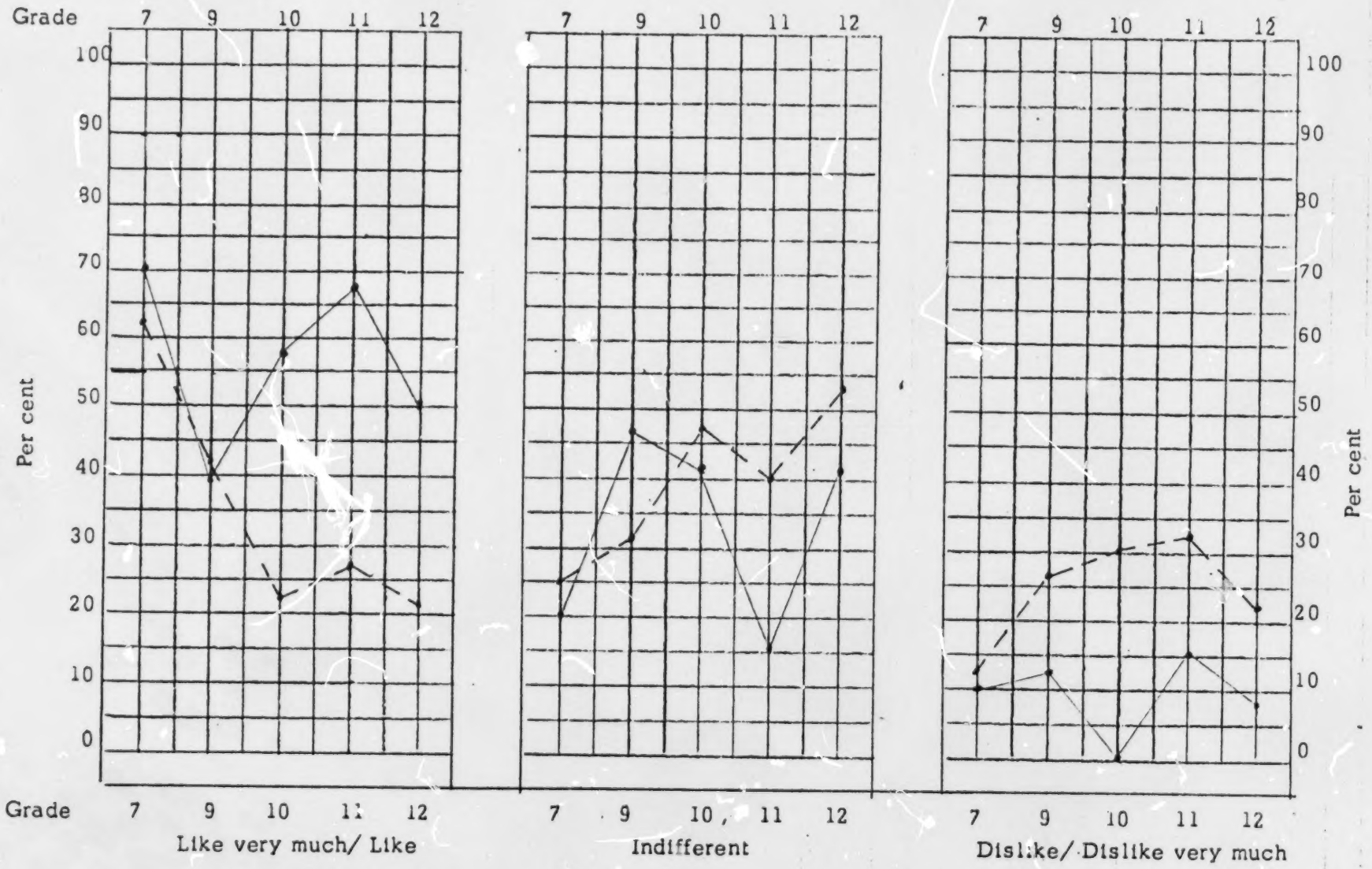

CHART 34

Reading Interest Graph – Sports – Fiction

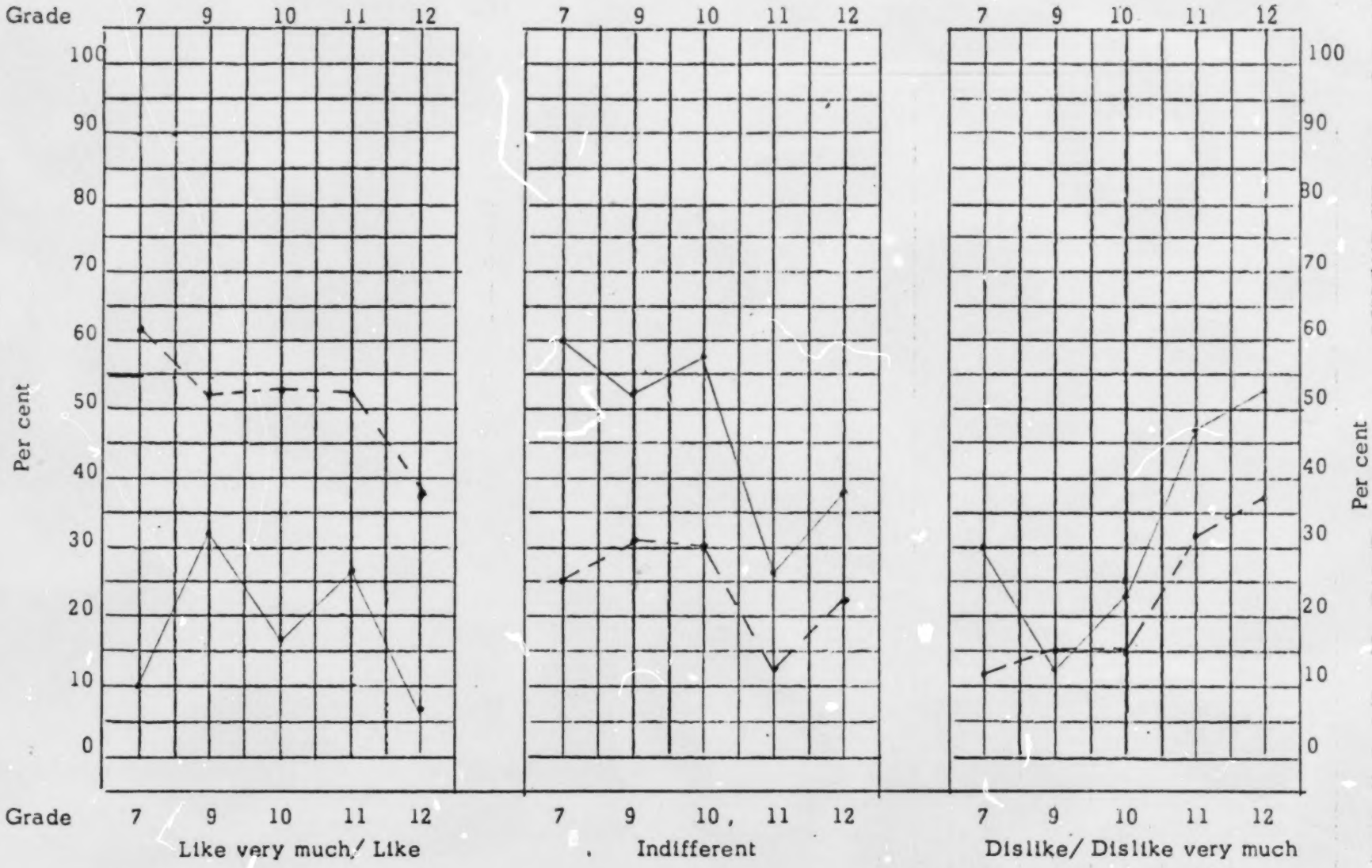

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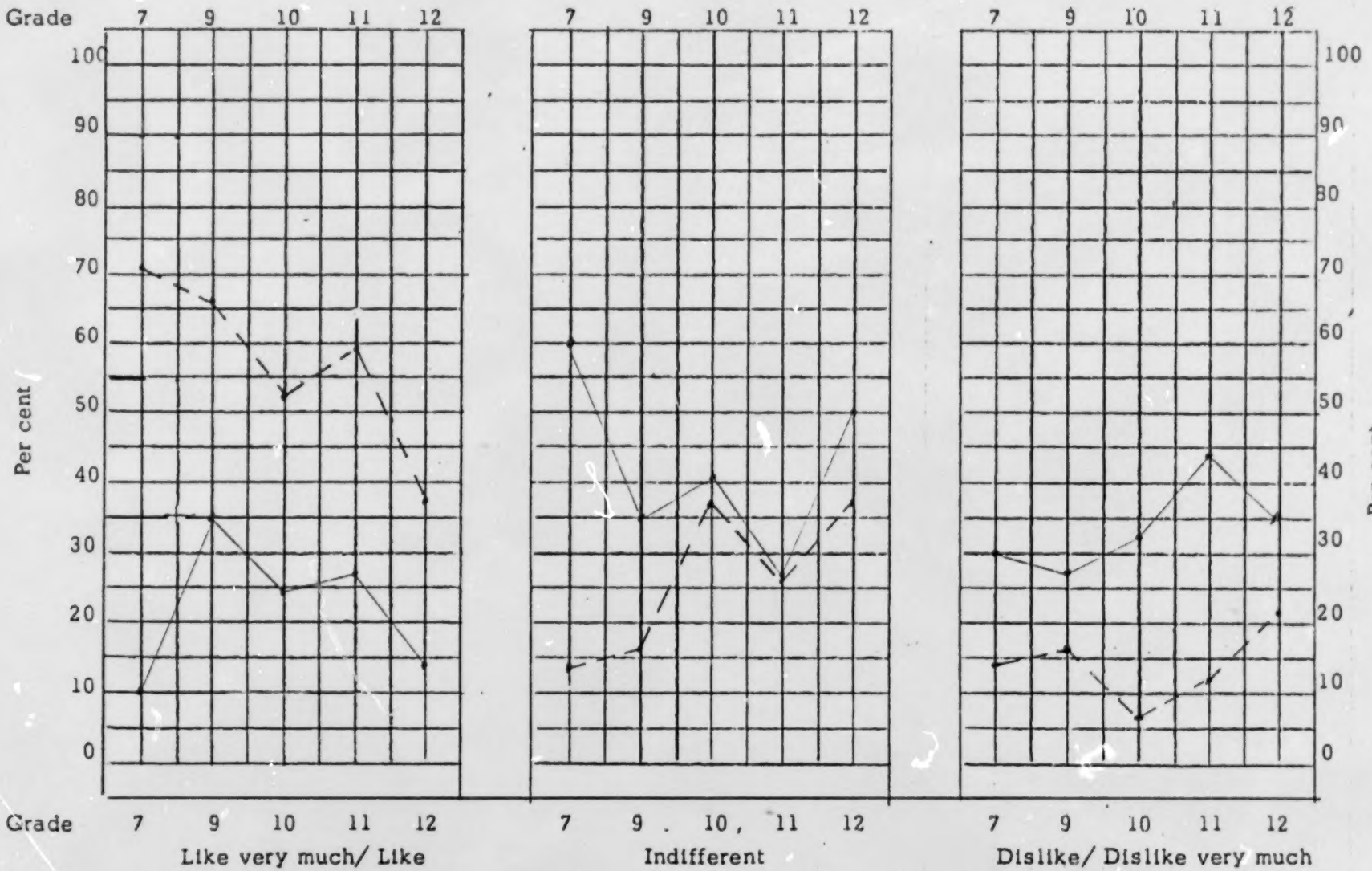
CHART 35

Reading Interest Graph - Sports - Nonfiction



In addition to the preceding questions dealing with books on somewhat similar topics, the students were asked to state their feelings on a variety of additional subject areas.

Language, Chart 36, was defined as including books not only on the origin of words and the history of language, but also books in a foreign language. At the time this questionnaire was administered foreign language enrollment was as follows:

> Seventh grade. 50% of the class. Latin is the only language offered at this grade level.
>
> Upper level students may choose from Latin, French, German and/or Russian.
>
> Ninth grade. 95% were enrolled in one or more of the preceding foreign language courses.
>
> Tenth grade. 93% were enrolled in one or more of the preceding foreign language courses.
>
> Eleventh grade. 95% were enrolled in one or more of the preceding foreign language courses.
>
> Twelfth grade. 78% were enrolled in one or more of the preceding foreign language courses.

A total of 83% of the students were studying a foreign language. These students have been judged to be very proficient in reading in the language of their choice by the time they have reached the eleventh or twelfth grade.

There is an increasing interest in language books as students progress through school especially on the part of the girls whose interest peaks at the eleventh grade, when 66% indicate they like this type of book. The boys do not show as strong an interest in books on language but their interest does grow throughout school until at the twelfth grade boys rate it as their third choice among nonfiction books with 53% of them indicating they like language books.

A high percentage of younger students are indifferent to language books; as

they progress through school the percentage of indifference responses decreases with a slight increase in the percentage of older students who state they dislike this type of book.

Language books are more liked by girls than by boys although the boys show an increasing interest throughout their school years until by the twelfth grade boys rate language as their third choice among nonfiction books.

Student reaction to crafts and hobbies, Chart 37, indicates seventh grade boys like this type of book a great deal with 85% of them replying they like or like very much books dealing with crafts or hobbies. From the seventh grade on the interest sharply declines with between 29%-38% of the boys in other grades stating they like this type of book. Girls show a somewhat stronger interest in crafts and hobbies than do the older boys; between 33%-50% of the girls in all grades state that they like these types of books. The remaining percentage of students are fairly evenly divided between indifference and an actual dislike for this type of book.

Craft and hobby books do not have a strong appeal for these students with the exception of seventh grade boys of whom 85% say they like or like very much books on these topics.

Reading Interest Graph - Language

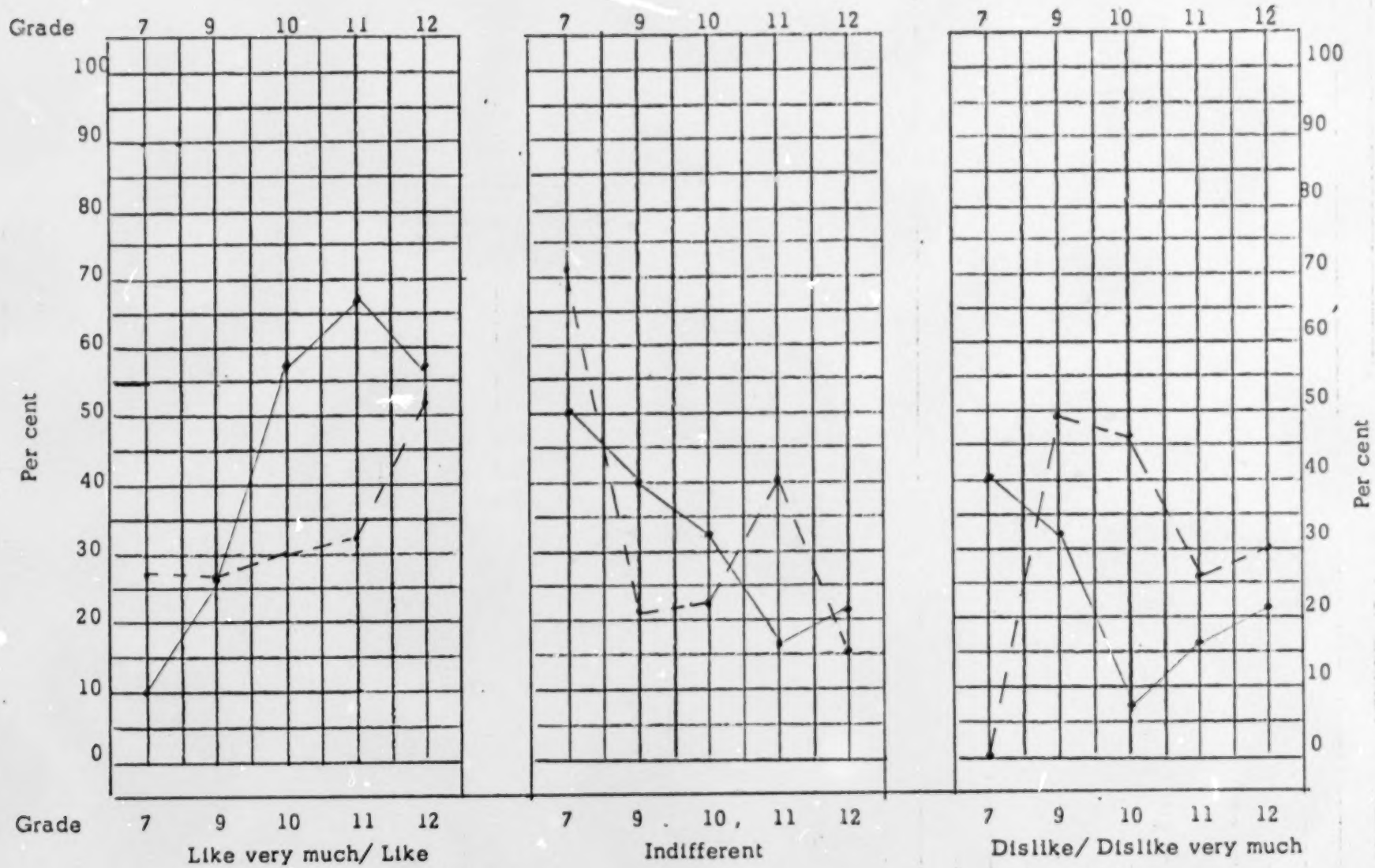
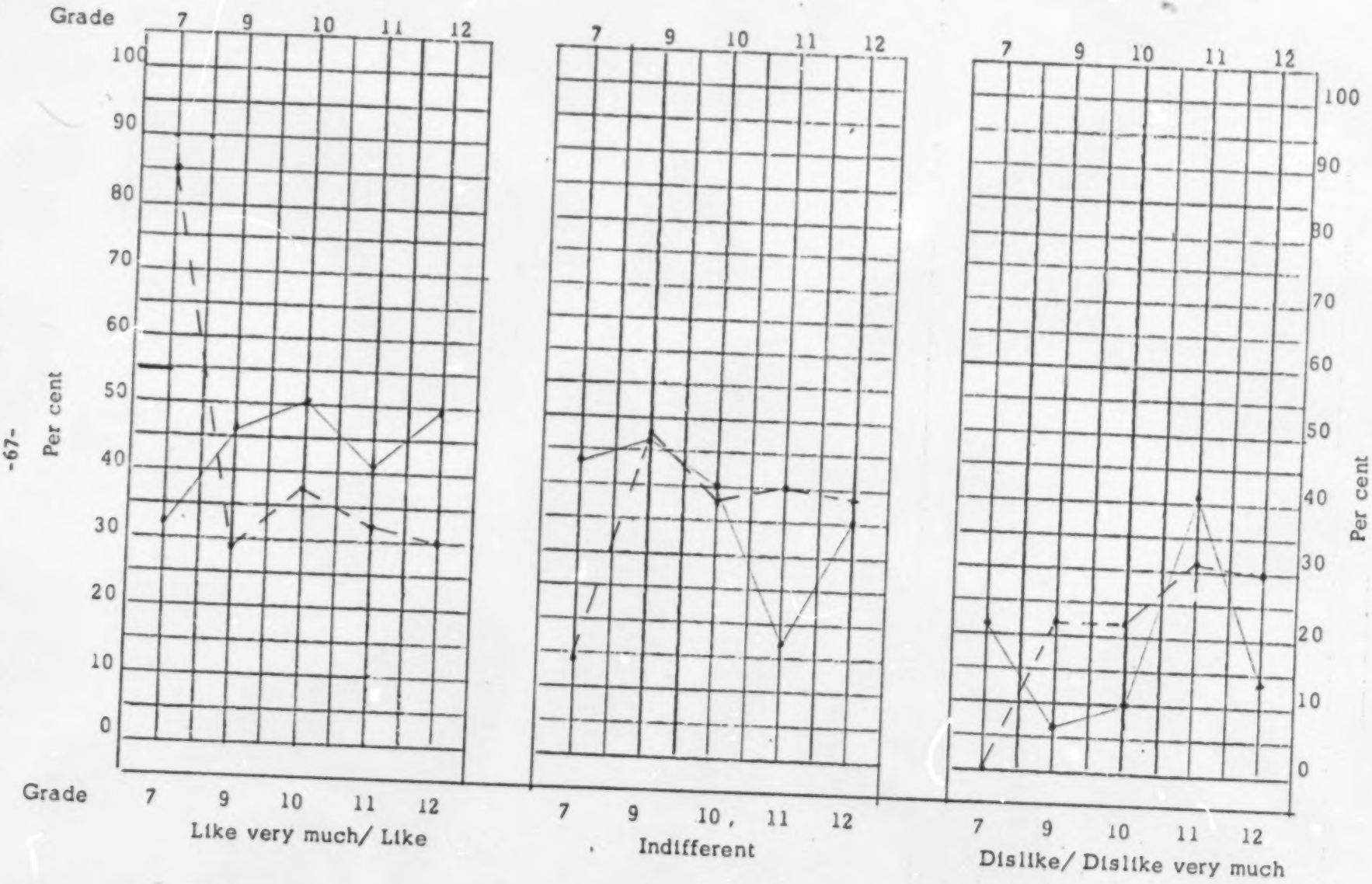


CHART 37

Reading Interest Graph– Crafts and Hobbies

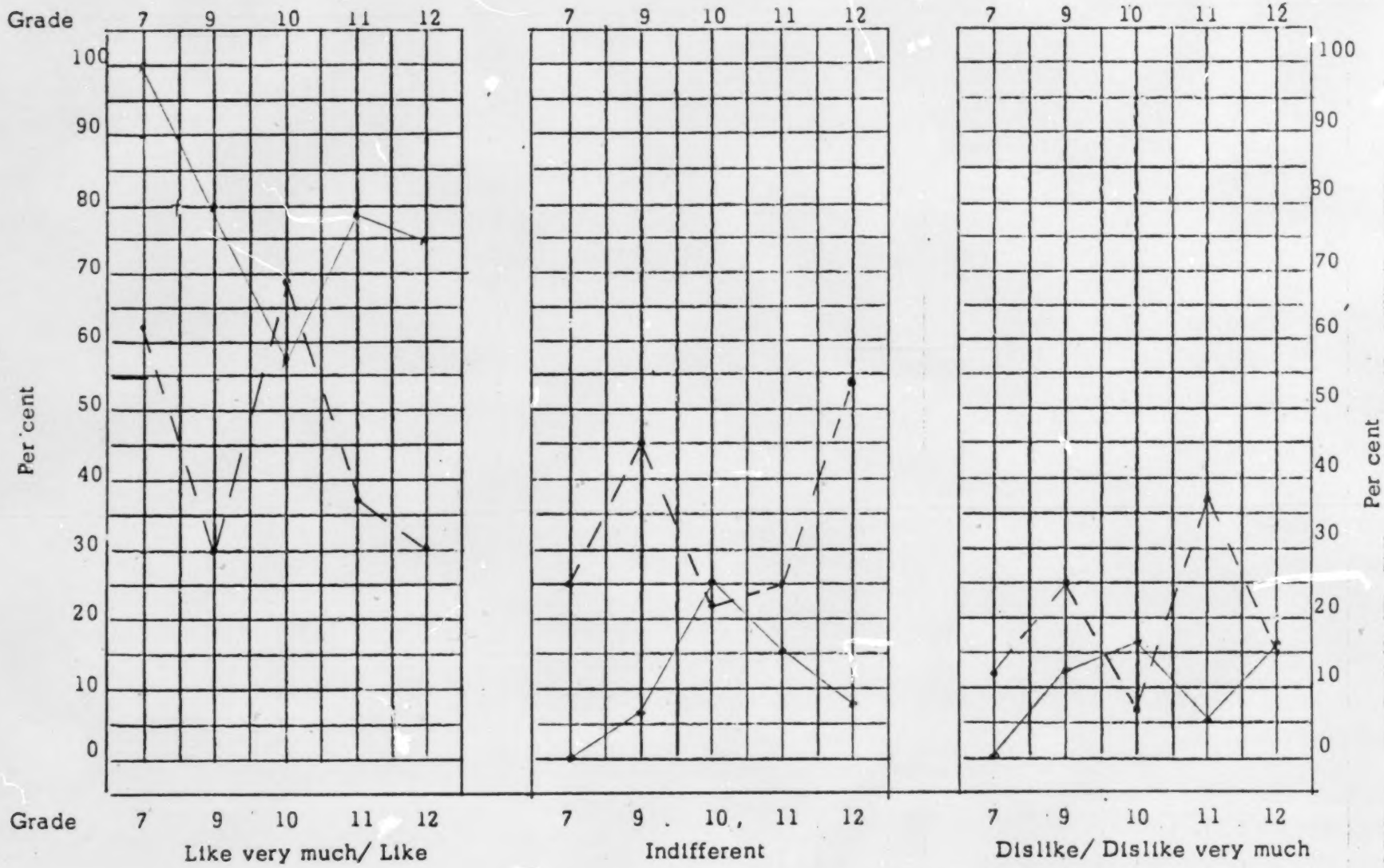


Classics, Chart 38, which also include old favorites are liked quite well by the girls, especially those in the seventh grade all of whom state they like or like very much this type of book. The interest by girls declines from that time with an unexplained sharp drop in interest shown by tenth graders; upon reaching the twelfth grade the interest is still high with 75% of the girls stating they like the classics.

Boys do not find the classics as interesting. No general pattern of interest is discernible; however, upon reaching the twelfth grade only 30% of the boys indicate they like classics. The boys' progress through school is generally marked by an increasing indifference to classics. Neither boys nor girls state a high percentage of dislike for this type of book.

Classics are the most liked type of fiction by seventh grade girls with the percentage of girls liking classics declining slightly from that time. Boys do not find classics as appealing as do the girls. The percentage of boys who state they like this type of book ranges from 30% at grades nine and twelve to 69% at grade ten.

CHART 38
Reading Interest Graph -- Classics



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Fantasy, Chart 39, or imaginative stories do not appeal to younger students quite as strongly as expected. Only 60% of the seventh grade girls like these types of stories; however, as the girls become older this percentage increased to 83% of the twelfth grade girls who stated they liked or liked very much these types of stories.

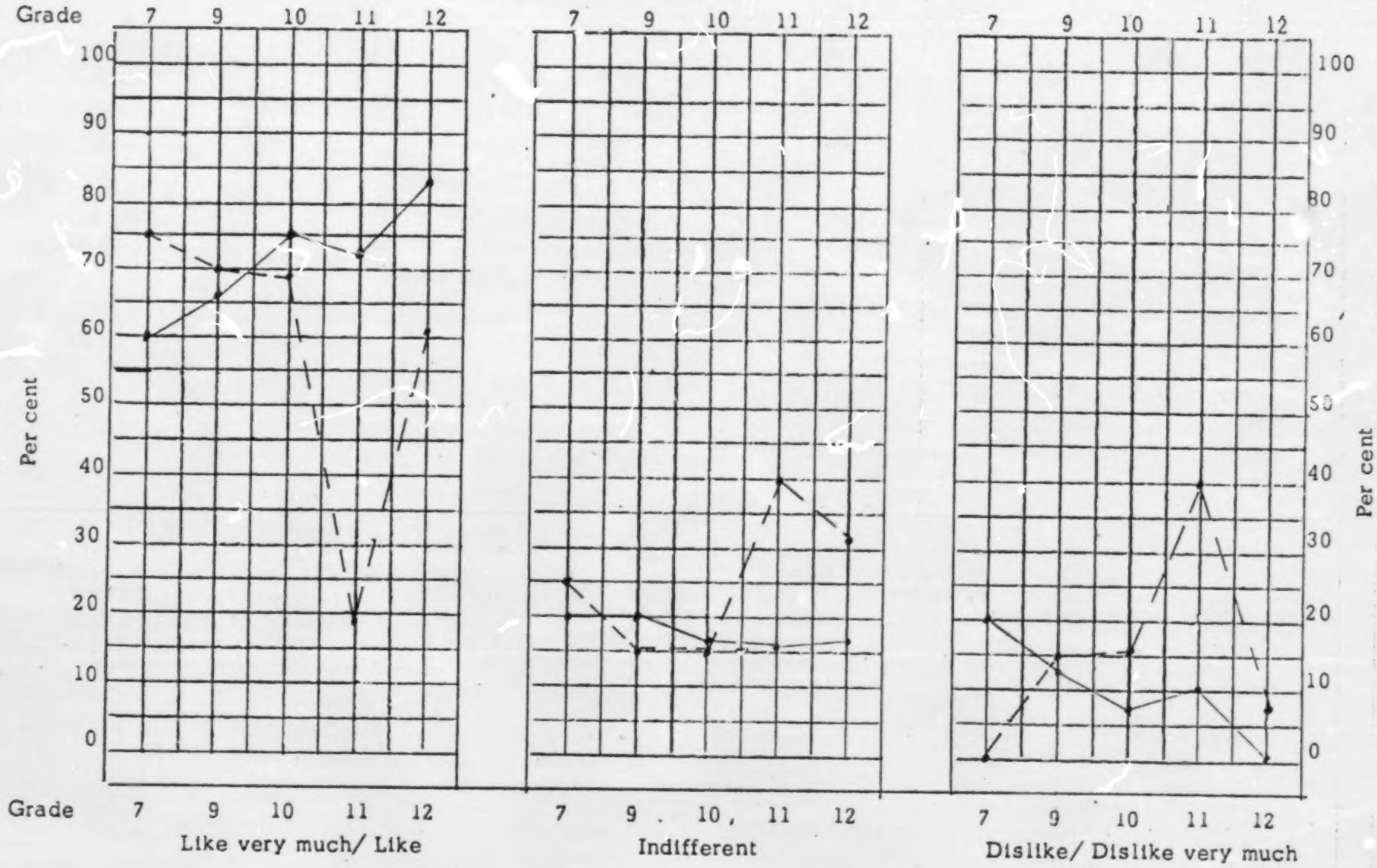
75% of the seventh grade boys like stories of fantasy with the interest declining from that time. Eleventh grade boys indicate very little liking for stories of fantasy, but 61% of the twelfth grade boys state they like these kinds of stories.

The percentage of students who state they are indifferent to stories of fantasy remains close to 20% except for eleventh grade boys of whom 40% express indifference and an additional 40% express dislike.

Imaginative stories are generally well liked by both boys and girls, but often at different grades. All boys except for eleventh graders generally like stories of fantasy; girls in grades ten - twelve find in fantasy a type of story they like very much.

CHART 39

Reading Interest Graph - Fantasy



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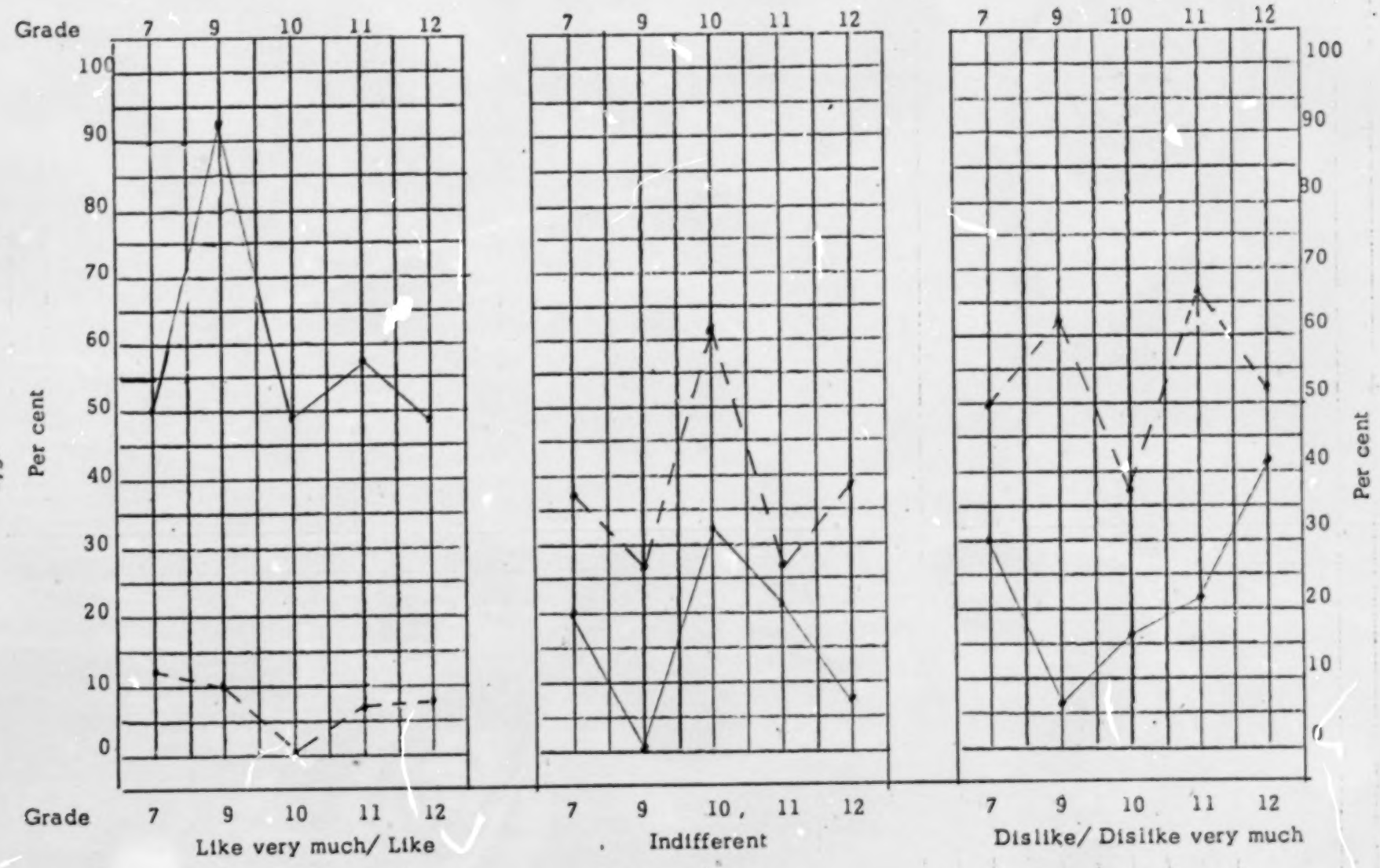
Fiction which emphasizes the romantic aspect, Chart 40, is not as well liked by girls as anticipated. Approximately 50% of all girls, except those in the ninth grade, stated they liked stories of romance. Ninth grade girls, however, very much like this type of story with 93% of them so stating. The remainder of the girls are generally indifferent to stories of romance, but as they grow older there is an increasing dislike of romantic stories; 41% of the twelfth grade girls indicate they dislike stories of romance.

Boys do not like this type of fiction. Many of them are indifferent, but more state an active dislike for this type of story.

Romantic stories are disliked by boys at all grades. Girls did not indicate as large a percentage as was expected in the area of liking this type of book. The only exception was ninth grade girls who place stories of romance as the second choice among the various types of fiction on which their opinions were requested.

CHART 40

Reading Interest Graph- Romance



The response by girls to fictional presentations of contemporary life, Chart 41, is erratic and no definite pattern is visible. The interest in this type of story by seventh grade girls is extremely low, 18% like or like very much, as the girls progress through school interest does increase with variations; at the twelfth grade 58% of the girls state they like this type of story.

A far lower percentage of boys replied that they like stories of contemporary life and their interest decreases throughout their school career. At grade seven 37% of the boys say they like stories of contemporary life, by grade twelve this has decreased to 7%.

More girls indicate an indifference to stories of contemporary life than girls who like this type of story. Very few girls state an actual dislike. The same holds true for the boys although there are a larger percentage who state they dislike this type of story.

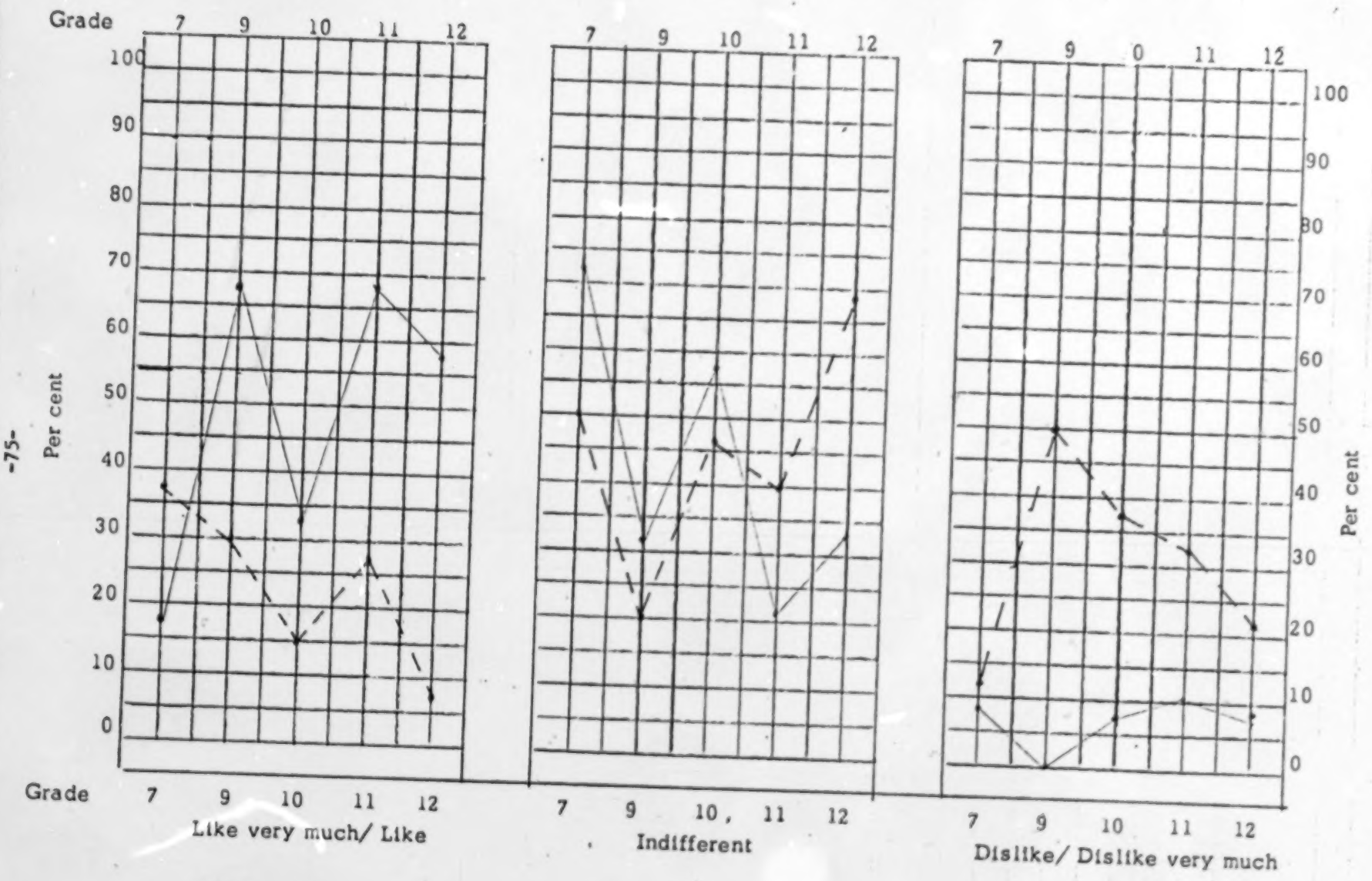
Stories of contemporary life elicit the largest percentage of indifferent responses from both boys and girls, but girls do indicate a more positive attitude towards this type of story than do boys.

Mystery stories, Chart 42, received very positive responses from all students regardless of grade or sex. The lowest percentage response came from twelfth grade boys of whom 61% said they liked this type of story. The girls are somewhat more enthusiastic than boys with 100% of the ninth grade girls stating they like mystery stories. This high interest tapers off from that time; 66% of the twelfth grade girls reply they like or like very much mystery stories. The high point of interest by boys is at grade seven when 100% of the boys say they like mysteries. After that there is a decrease in interest.

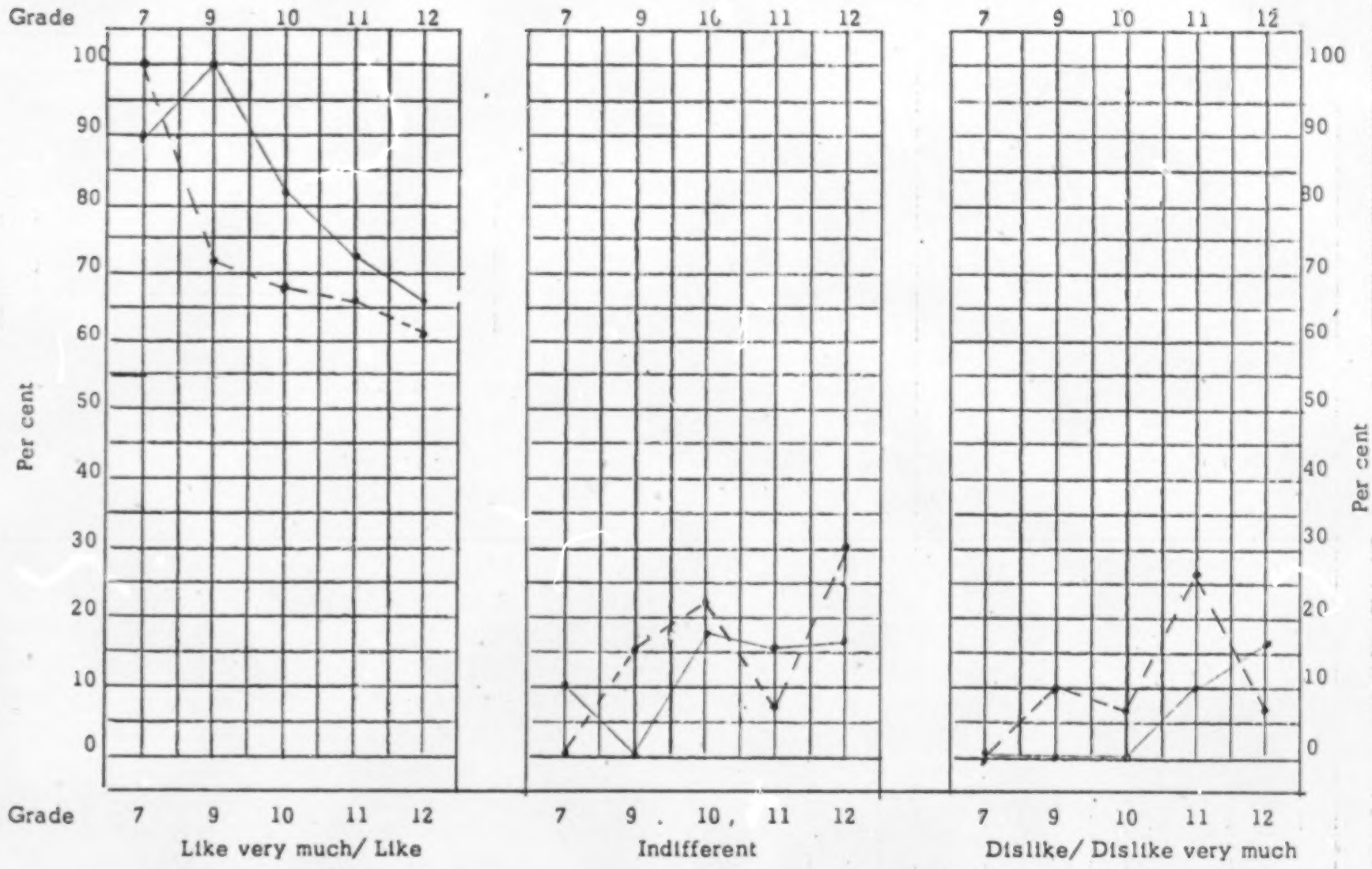
The majority of the remainder of the students show indifference to mystery stories although 26% of the eleventh grade boys express a dislike for mysteries. Both boys and girls like mystery stories with the girls indicating a somewhat greater liking than do the boys.

CHART 41

Reading Interest Graph- Contemporary Life - Fiction



Reading Interest Graph – Mystery Stories



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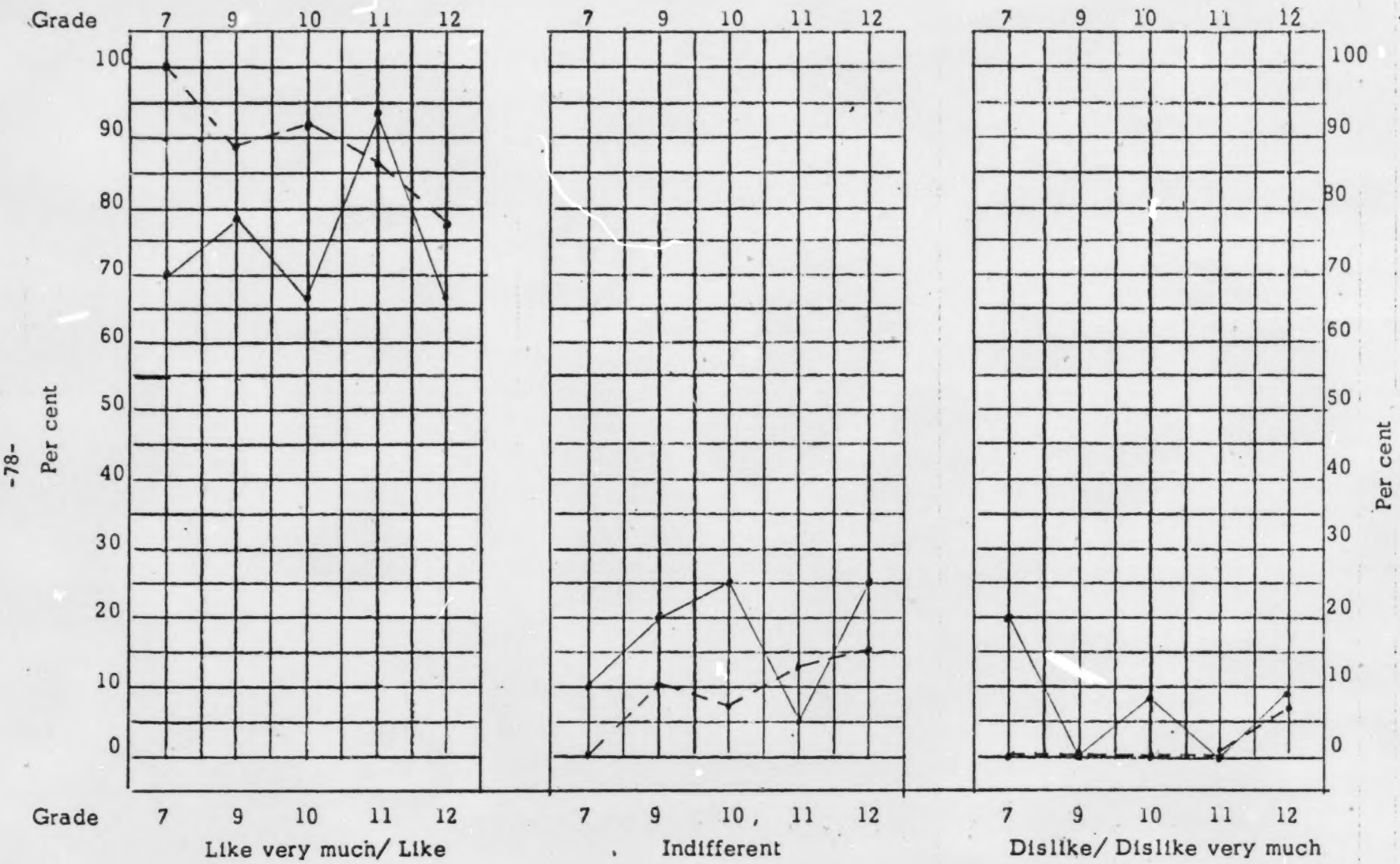
Humor, Chart 43, is the most popular type of fiction with all boys although the percentage of boys who say they like this type of book declined from 100% in grade seven to 76% in grade twelve.

Girls also like humor, but the percentage who state they like this type of book is not quite as high as the boys nor is there a definite pattern of interest through the grades. Most of the remainder of the girls expressed indifference to humorous stories although a few, 20% of the seventh graders, expressed dislike.

All of the remainder of the boys were indifferent to humorous stories with the exception of 7% of the twelfth graders who stated they disliked stories of humor. This works out to about 1% of all of the boys participating in the survey disliking stories of humor.

Stories of humor are extremely well liked by boys at all grades. A large percentage of the girls state they also like this type of book. Very few students indicated they actively disliked humorous stories.

Reading Interest Graph – Humor



The preceding charts provide a visual and comparative look at student attitudes towards a wide variety of subjects covered in books. In order to ascertain the interests of students in a specific grade rank order listings, Tables 1-4, have been compiled which present the percent of students, either boys or girls, who stated they liked or liked very much each of the topics about which they were questioned. These rank orderings have been included in the preceding discussions of the charts of individual subject areas making further discussion unnecessary at this point.

TABLE 1

RANK ORDER OF READING INTERESTS
BOYS FICTION

Grade: 7	%	9	%	10	%	11	%	12	%
1. Humor	100	1. Humor	89.474	1. Humor	92.308	1. Humor	86.667	1. Humor	76.923
1. Mystery	100	2. Sci. fic.	78.948	2. Adventure	84.616	2. Historical	80	1. Sci. fic.	76.923
1. Sci. fic.	100	3. Mystery	73.684	3. Historical	76.923	3. Sci. fic.	73.334	2. Adventure	69.231
2. Adventure	87.5	4. Fantasy	70	3. Sci. fic.	76.923	4. Adventure	66.667	3. Fantasy	61.539
2. Historical	87.5	5. Adventure	55	4. Classics	69.231	5. Mystery	66.666	4. Mystery	61.538
2. War	87.5	5. Historical	55	4. Fantasy	69.231	6. War	53.333	5. Historical	38.462
3. Fantasy	75	6. Sports	52.632	4. Mystery	69.231	6. Sports	53.333	5. War	38.462
3. Boys	75	7. War	42.106	5. War	61.539	7. Classics	37.5	5. Sports	38.462
4. Other lands	62.5	8. Other lands	42.105	6. Sports	53.846	8. Contemp.	26.667	6. Girls	30.770
5. Classics	62.5	9. Classics	30	7. Animals	38.462	8. Animals	26.667	7. Classics	30.769
5. Families	62.5	9. Contemp.	30	8. Other lands	23.077	9. Other lands	26.666	8. Boys	23.077
5. Sports	62.5	9. Girls	30	9. Contemp.	15.385	10. Fantasy	20	8. Other lands	23.077
6. Animals	50	10. Boys	20	9. Boys	15.385	10. Boys	20	9. Families	15.385
7. Contemp.	37.5	11. Romance	10.526	10. Girls	7.692	11. Families	13.333	10. Contemp.	7.692
8. Girls	25	12. Animals	10	11. Families	0	11. Girls	13.333	10. Romance	7.692
9. Romance	12.5	13. Families	0	11. Romance	0	12. Romance	6.667	11. Animals	0

TABLE 2

RANK ORDER OF READING INTERESTS
BOYS NON-FICTION

Grade: 7	%	9	%	10	%	11	%	12	%
1. App. Sci.	100	1. Science	83.333	1. Prehistoric	83.333	1. Contemp.	73.334	1. History	61.539
2. Crafts	85.714	2. Sports	66.666	2. Mythology	76.923	2. Bio/Men	73.333	1. Science	61.539
2. History	85.714	3. App. Sci.	63.158	3. App. Sci.	69.231	2. Mythology	73.333	2. Mythology	61.538
2. Science	85.714	4. Mythology	61.111	3. Bio/Men	69.231	2. Science	73.333	3. Language	53.846
3. Hero tales	71.428	4. Prehistoric	61.111	3. Science	69.231	3. Bio/Women	60	3. Contemp.	53.846
3. Mythology	71.428	4. Contemp.	61.111	4. Nature	61.538	3. Soc. Stud.	60	4. App. Sci.	46.154
3. Sports	71.428	5. Archeology	47.368	5. Archeology	53.846	3. Sports	60	4. Soc. Stud.	46.154
4. Bio/Men	57.143	6. History	44.444	5. History	53.846	4. Black Stud.	57.142	5. Sports	38.462
4. Contemp.	57.143	7. Folklore	41.176	5. Sports	53.846	5. App. Sci.	53.333	6. Prehistoric	38.461
5. Folklore	57.142	8. Nature	38.889	6. Bio/Women	46.154	5. History	53.333	7. Crafts	30.769
5. Pets	57.142	9. Bio/Men	36.842	6. Hero Tales	46.154	5. Prehistoric	53.333	8. Archeology	23.077
5. Prehistoric	57.142	10. Soc. Stud.	33.333	6. Black Stud.	46.154	6. Archeology	46.666	8. Bio/Men	23.077
5. Travel	57.142	11. Hero Tales	31.250	7. Crafts	38.462	7. Hero Tales	40	8. Bio/Women	23.077
6. Nature	42.857	12. Crafts	29.412	7. Travel	38.462	7. Travel	40	9. Folklore	15.385
6. Religion	42.857	13. Language	27.778	8. Folklore	38.461	8. Crafts	33.334	9. Hero Tales	15.385
6. Soc. Stud.	42.857	13. Religion	27.778	9. Language	30.769	9. Art	33.333	9. Nature	15.385
7. Archeology	28.571	14. Travel	22.222	9. Soc. Stud.	30.769	9. Language	33.333	9. Travel	15.385
7. Bio/Women	28.571	15. Bio/Women	17.647	9. Contemp.	30.769	10. Folklore	26.667	10. Black Stud.	15.384
7. Language	28.571	16. Pets	16.667	10. Poetry	23.077	10. Nature	26.667	11. Music	7.692
7. Poetry	28.571	16. Poetry	16.667	10. Religion	23.077	11. Pets	26.666	11. Religion	7.692
8. Art	14.286	16. Black Stud.	16.667	11. Music	15.385	11. Poetry	26.666	12. Art	3.704
8. Music	14.286	17. Music	11.112	11. Pets	15.385	12. Religion	14.286	13. Pets	0
9. Black Stud.	0	18. Art	10.526	12. Art	15.384	13. Music	13.334	13. Poetry	0

TABLE 3

RANK ORDER OF READING INTERESTS
GIRLS FICTION

Grade: 7	%	9	%	10	%	11	%	12	%
1. Classics	100	1. Mystery	100	1. Adventure	91.667	1. Humor	94.736	1. Sci. Fic.	91.667
2. Mystery	90	2. Romance	93.334	2. Mystery	81.819	2. Classics	78.947	2. Fantasy	83.334
3. Adventure	81.818	3. Adventure	93.333	3. Fantasy	75	3. Historical	78.947	3. Classics	75
4. Families	80	4. Animals	80	3. Historical	75	4. Fantasy	73.685	4. Adventure	66.667
5. Humor	70	4. Classics	80	4. Humor	66.666	5. Mystery	73.684	4. Historical	66.667
5. Other Lands	70	4. Humor	80	5. Other Lands	58.334	6. Contemp.	68.421	4. Humor	66.667
6. Animals	63.637	5. Contemp.	68.750	6. Classics	58.333	6. Other Lands	68.421	4. Mystery	66.667
7. Fantasy	60	6. Fantasy	66.667	6. Sci. Fic.	58.333	7. Adventure	63.658	5. Contemp.	58.334
7. Girls	60	7. Families	66.666	7. Animals	50	8. Romance	57.894	6. Other Lands	50
7. Boys	60	8. Historical	60	7. Romance	50	9. Animals	52.632	6. Romance	50
8. Historical	50	9. Sci. Fic.	56.250	8. Contemp.	33.334	9. Families	52.632	7. Animals	33.333
8. Romance	50	10. Boys	53.334	9. Boys	25	10. Boys	36.842	8. Girls	25
8. Sci. Fic.	50	11. Girls	53.333	9. War	25	11. Sci. Fic.	35.294	8. Boys	25
9. Contemp.	18.182	12. Other Lands	40	10. Girls	16.667	12. Girls	31.579	9. Families	16.667
10. War	10	13. War	33.333	10. Sports	16.667	13. Sports	26.315	9. War	16.667
10. Sports	10	13. Sports	33.333	11. Families	8.333	14. War	21.052	10. Sports	7.692

TABLE 4

RANK ORDER OF READING INTERESTS
GIRLS NON-FICTION

Grade: 7		9		10		11		12	
	%		%		%		%		%
1. Bio/Women	77.778	1. Bio/Women	60	1. Archeology	75	1. Bio/Men	72.223	1. Folklore	85.714
2. Bio/Men	60	2. Archeology	57.143	1. Art	75	2. Mythology	72.222	2. Mythology	78.571
2. Mythology	60	3. Prehistoric	57.142	1. Bio/Men	75	2. Poetry	72.222	3. Bio/Men	71.428
2. Poetry	60	4. Art	53.333	1. History	75	3. Folklore	70.588	3. Bio/Women	71.428
3. Folklore	55.555	4. Bio/Men	53.333	1. Mythology	75	3. Bio/Women	70.588	4. Music	57.143
4. Hero Tales	44.444	5. Music	50	2. Folklore	72.728	4. Language	66.667	4. Language	57.143
5. History	40	5. Religion	50	3. Bio/Women	72.727	4. Contemp.	66.667	5. Contemp.	53.847
5. Pets	40	5. Science	50	4. Religion	58.334	5. History	61.111	6. History	50
5. Travel	40	5. Black Stud.	50	5. Language	58.333	6. Prehistoric	55.556	6. Art	50
6. Crafts	33.333	6. Crafts	46.666	6. Crafts	50	7. Religion	50	6. Crafts	50
7. Archeology	30	7. Folklore	40	6. Nature	50	8. Black Stud.	44.445	6. Poetry	50
7. Music	30	7. History	40	7. Hero Tales	45.455	9. Art	44.444	6. Travel	50
7. Prehistoric	30	8. Mythology	35.715	8. Music	41.667	9. Travel	44.444	6. Archeology	50
7. Religion	30	8. Poetry	35.715	8. Pets	41.667	9. Soc. Stud.	44.444	7. Hero Tales	42.858
8. App. Sci.	20	8. Travel	35.715	8. Science	41.667	10. Crafts	41.176	8. Nature	42.857
8. Art	20	8. Contemp.	35.715	8. Prehistoric	41.667	10. Hero Tales	41.176	8. Religion	42.857
8. Nature	20	9. Sports	35.714	9. Travel	41.666	11. Archeology	38.889	8. Science	42.857
8. Science	20	10. App. Sci.	33.333	9. Contemp.	41.666	11. Music	38.889	9. Black Stud.	30.769
8. Black Stud.	20	10. Hero Tales	33.333	10. Poetry	33.333	11. Nature	38.889	10. Prehistoric	28.571
8. Contemp.	20	11. Language	26.666	10. Soc. Stud.	33.333	12. Pets	33.334	11. Soc. Stud.	23.077
9. Language	10	12. Nature	21.429	11. Sports	25	13. Science	33.333	12. App. Sci.	21.429
9. Sports	10	12. Soc. Stud.	21.429	11. Black Stud.	25	14. Sports	27.778	13. Sports	14.286
10. Soc. Stud.	0	13. Pets	18.750	12. App. Sci.	16.666	15. App. Sci.	15.789	13. Pets	14.286

Part I of this report lists four aspects of the reading interests of these students which were to be explored. The first two areas -- student response to specific subject areas and a charting of those responses have been considered. The following discussion will deal separately with the remaining two areas.

The response of high ability students to nonfiction and more "intellectual" fiction such as the classics [will be explored]

The number of students who said they liked or liked very much a specific topic ranged from 0-100%. These percentage replies, either fiction or nonfiction, were grouped according to the range in which they fell, that is 75-100%, etc.; the number of subject areas falling into a given range were divided by the total number of suggested subjects: sixteen fiction or twenty-three nonfiction. The answer thus obtained provides a comparison of the fiction-nonfiction preferences of boys and girls at each grade level.

Table 5 was computed by the above method. The girls at all grade levels always rated a larger percentage of fiction subject above 50% like than they did nonfiction. This is especially true for the younger girls in grades seven and nine where the percentage of fiction subjects rated above 50% is two to four times as large as nonfiction books receiving a similar rating. The older girls do not show as sharp a difference between fiction and nonfiction; at the twelfth grade the percentage of subject areas liked by at least 50% of the girls is almost the same for fiction and nonfiction.

The boys show the same preference for fiction with the exception of those in the eleventh grade where the percentage of nonfiction subject areas liked by at least 50% of the boys slightly exceeds the percentage of fiction areas liked by 50% of the boys. Seventh grade boys indicate the strongest preference for fiction as did their feminine counterparts. By the time the boys reach the

twelfth grade the percentage of boys rating fiction/nonfiction above 50% like are fairly equal.

If the criteria are changed so that a specific subject must be liked by at least 75% of the students, then, it is always fiction which receives the largest percentage of students who assert they like specific subjects. Ninth and eleventh grade girls and eleventh and twelfth grade boys do not rate any nonfiction topics as being liked by 75% of the specific group.

Classics are liked by girls. At least 75% of the girls in each grade except tenth stated they liked classics. The boys do not feel as strongly about this type of fiction; those stating they liked or liked very much this type of book ranged between 30-70%.

Although the response to nonfiction was not as high as might be expected a look at the studies based on "average" students show a far stronger interest by these students in nonfiction.

Witty[41] reports that of the high school boys he surveyed no nonfiction topic was liked by more than 47% of the respondents. The girls were more receptive to nonfiction; 78% replied that they did enjoy books about famous people. Desjardins[38] provides a rank ordering of twelve favored reading subjects of high school boys and girls. The highest nonfiction subject for the boys ranks in seventh place; for younger boys that subject is biography, while for older boys it is history. Again, the girls are somewhat more interested in nonfiction with the highest rated nonfiction subject ranking being fifth place; regardless of what grade the girls were in the choice was always biography.

All high school students regardless of grade, sex or ability seem to prefer fiction to nonfiction, but the high ability student does show a stronger interest in nonfiction than his public school counterpart.

TABLE 5

DISTRIBUTION OF FICTION AND NONFICTION PERCENTAGES BY GRADE AND SEX

GIRLS				BOYS			
Grade	Range	Fiction	Nonfiction	Grade	Range	Fiction	Nonfiction
	%	%	%		%	%	%
7	75-100	25	4.34	7	75-100	50	17.39
	50-74	56.25	17.39		50-74	31.25	39.13
	25-49	0	39.13		25-49	12.5	30.43
	0-24	18.75	39.13		0-24	6.25	13.04
9	75-100	37.5	0	9	75-100	12.5	4.34
	50-74	43.7	39.13		50-74	31.25	21.73
	25-49	18.75	47.82		25-49	31.25	43.47
	0-24	0	13.04		0-24	25	30.43
10	75-100	25	21.73	10	75-100	25	8.69
	50-74	37.5	26.08		50-74	31.25	30.43
	25-49	18.75	47.82		25-49	12.5	39.13
	0-24	18.75	4.34		0-24	31.25	21.73
11	75-100	18.75	0	11	75-100	12.5	0
	50-74	50	43.47		50-74	31.25	47.82
	25-49	25	52.17		25-49	25	43.47
	0-24	6.25	4.34		0-24	31.25	8.69
12	75-100	18.75	8.69	12	75-100	12.5	0
	50-74	43.75	47.82		50-74	18.75	21.73
	25-49	18.75	26.08		25-49	31.25	21.73
	0-24	18.75	17.39		0-24	37.5	56.52

Curriculum adaptations which capitalize on student interests will be explored.

Librarians try to maintain an awareness of the interests of young adults in order to include materials in these areas in their purchasing and reading guidance activities. The classroom teacher might wish to consider these interests when planning curriculum. It is not possible to catch the interest of all the students in every class; however, in a free choice situation if at least 50% of the boys and girls in a given grade indicate that they like or like very much certain types of books this interest could be used in planning areas of study.

The following suggestions for curriculum planners and teachers of gifted students include areas of strong student interest and possible titles appropiate to the grade level.

SEVENTH GRADE

English

Mythology - classical as well as other civilizations such as Teutonic and Oriental.

Greek Myths, Olivia Coolidge. Mythology, Edith Hamilton. Golden Treasury of Myths and Legends, Anne Terry White.

Folklore - legends and tales of both our country and others. Pecos Bill, Robin Hood, King Arthur, Paul Bunyan, Aesop's Fables. A Treasury of American Folklore, B. A. Botkin. American Folk Tales and Songs, Richard Chase. Folktales Told Around the World, Richard M. Dorson. African Folklore, Richard M. Dorson.

These two interests could be tied together; both deal with "olden times" a popular topic with young people. Fantasy is well liked by students at all levels; this interest might be used in conjunction with a mythology-folklore unit by using some of the novels of Ursula Le Guin and Andre Norton.

Social Studies

Students at this level indicated no strong interest in non-fiction materials in the social studies area. However, they do indicate some fiction interests which could be used as collateral reading.

The social studies program might include a unit on the family. There are very few novels for students of this age which deal with a "normal" contemporary family; most concern a problem family - either one which is missing a parent or in which there are difficulties concerning alcoholism, drugs, insanity, etc. The topic is of interest to seventh graders and although most of the families in the following books face difficulties the books could provide a useful supplemental reading experience. Without Hats, Who Can Tell the Good Guys?, Mildred Ames. Earth Angels (non-fiction), Susan Cahill. Blowfish Live By the Sea, Paula Fox. Meet the Austins, Madeleine L'Engle. Don't Look and It Won't Hurt, Richard Peck. What About Me?, Colby F. Rodowsky. By the Highway Home, Mary Stolz.

If the program deals with cultural areas students might be asked to read novels dealing with contemporary life in those countries. The following novels about South Africa would be of interest. Jamie, Jack Bennett. Mister Fisherman, Jack Bennett. A Far-Off Place, Laurens Van der Post. A Story Like the Wind, Laurens Van der Post.

Science

An introductory science course might place emphasis on animals. It is only at the seventh grade that most students indicated a strong interest in books dealing with this topic. Born Free, Joy Adamson. Living Free, Joy Adamson. The Overloaded Ark, Gerald M. Durrell. Raccoons Are the Brightest People, Sterling North. Rascal, Sterling North. Ring of Bright Water, Gavin Maxwell.

NINTH GRADE

The ninth graders expressed strong interest in only two non-fiction topics. This appears to be a very diverse group of boys and girls whose interests seldom converge. Curriculum suggestions for them are limited.

Science

The ninth graders were the only class which indicated a strong interest in this area. Many schools currently make their ninth grade science a beginning science course which could capitalize on this interest. Books appropriate to the age level are: Of Time and Space and Other Things, Isaac Asimov. Mr. Tompkins Inside Himself: Adventures in the New Biology, George Gamow. The Earth We Live On, Ruth Moore. The Marvels of Animal Behavior, National Geographic Society. Lost Discoveries: The Forgotten Science of the Ancient World, Colin Ronan. The March of Science, Clifford D. Simak.

Social Studies

The prehistoric world which interests ninth graders could provide an introduction to a history course at this level. Perhaps some planning might be done with the science department to provide a coordinated approach to the historical and scientific aspects of the prehistoric world. The Day of the Dinosaur, L. Sprague de Camp. Tales Told by Fossils, Carroll Lane Fenton. Early Man, F. Clark Howell. Man, Time, and Fossils, Ruth Moore. Prehistoric Life on Earth, Kai Peterson. Everyday Life in Prehistoric Times, Marjorie Quennell. Mammoths, Mastodons, and Man, Robert Silverg. The Emergence of Man series, Time-Life books. Several fiction books dealing with this time period would also be of interest: The Faraway Lurs, Harry Behn. Dom and Va, John Christopher. An Old Tale Carved Out of Stone, A. Linevski.

TENTH GRADE

English

Students indicated a strong interest in "the classics". The English planners might include this in a consideration of their program, perhaps by including the humorous escapades of Huck Finn or the adventures of Ulysses. A study of The Odyssey could also include a continuation of the mythology unit which was introduced in the seventh grade. More intensive mythology study could include the following titles: Mythology, Thomas Bulfinch. Myths of Greece and Rome, Helen Guerber. The Golden Bough, James G. Frazer. Several fiction titles might be included such as: The Maze-Maker, Miche Ayrton. The King Must Die and The Bull From the Sea, Mary Renault.

Social Studies

Those who are planning the world history course which is often taught at the tenth grade might make use of student interests by including an archeology unit. They might wish to also include biographies of Heinrich Schliemann. This unit could be taught in conjunction with the English class as a preface to The Odyssey. Archeology titles: Lion Gate and Labyrinth, Hans Baumann. Ancient Egypt, Leonard Casson. Gods, Graves and Scholars, C. W. Ceram. Nefertiti Lived Here, Mary Chubb. Lost Cities, Leonard Cottrell. Lost Civilizations, Leonard Cottrell. Cradle of Civilization, Samuel Kramer. Lost Worlds, Anne T. White. The Odyssey and ancient Troy: Ulysses Found, Ernle Bradford. Ulysses Airborne, Maurio Obrégon. The Gold of Troy, Pierre S. R. Payne. One Passion, Two Loves, Lynn Poole and the fiction title, The Greek Treasure, Irving Stone.

Reading about history is an interest of at least half the boys and girls in the tenth grade. These students also enjoy historical novels and biographies

which can provide the students with insights into the lives of the people who made history. The following examples provide suggested readings for three different locations and time periods. The Russian Revolution: The Life and Death of Lenin, Robert Payne. The Russian Revolution, Robert Goldston. Doctor Zhivago, Boris Pasternak. Three Lives for the Czar, Stephanie Plowman. China: The Ageless Chinese, Dunn J. Li. Chiang Kai-shek, Richard Curtis. Imperial Woman, Pearl Buck. French Revolution: Napoleon, André Maurois. The French Revolution, Horizon Magazine. A Tale of Two Cities, Charles Dickens. Scaramouche, Rafael Sabatini.

Science

Part of the tenth grade science course could include a nature field study unit which is an area of interest for these students. Actual field observations or collections might be made as well as collections for identification purposes. Students could also do reading in this area. The Territorial Imperative, Robert Ardry. King Solomon's Ring, Konrad Lorenz. Wild Animals of North America, National Geographic Society. Wondrous World of Fishes, National Geographic Society. Living Mammals of the World, Ivan T. Sanderson. Vanishing Species, Editors of Time-Life Books.

ELEVENTH GRADE

English

None of the preferences indicated by eleventh grade students naturally fall into the area of English unless one might possibly consider a study of biographies which are of interest to both boys and girls. The biography as a literary form with attendant reading and writing assignments might be used to capitalize on student interest.

Social Studies

Traditionally U. S. History has been taught in our schools during the eleventh grade. Both boys and girls in this study indicated a strong interest in both history and historical novels. If the students stated interests are considered this is probably the best time to be teaching such a course. The following novels are suggestions which are appropriate for the time periods indicated. Colonial period, 1607-1775: The Last of the Mohicans, James Fennimore Cooper. To Have and To Hold, Mary Johnston. Northwest Passage, Kenneth Roberts. Revolution and Conferation, 1775-1789: The Kentucky Trace, Harriett Arnow. Celia Garth, Gwen Bristow. Guns Along the Mohawk, Walter D. Edmonds. April Morning, Howard Fast. The Tree of Liberty, Elizabeth Page. Those Who Love, Irving S. Stone. Early 19th Century, 1800-1845: A Time of Titans, Viña Delmar. The Slave Dancer, Paula Fox. The President's Lady, Irving S. Stone. Burr, Gore Vidal. Massacre at Fall Creek, Jessamyn West. Civil War, 1861-1865: The Red Badge of Courage, Stephen Crane. Bride of Fortune, Harnett T. Kane. Andersonville, McKinley Kantor. Gone With the Wind, Margaret Mitchell. Company of Cowards, Jack Schaefer. Later 19th century, 1865-1901: Freedom Road, Howard Fast. Young Pioneers, Ro. e Wilder Lane. 1876, Gore Vidal. Cimarron, Edna Ferber. The Way West, A. B. Guthrie. 20th Century. Ragtime, E. L. Doctorow. U.S.A., John Dos Passos. Centennial, James Mitchener.

TWELFTH GRADE

English

Science fiction is highly interesting to virtually all students, although boys have indicated a stronger interest than girls. The senior English teacher might consider a unit dealing with the subject. Many students at this level are

mature enough to deal not only with the story itself, but the philosophical and sociological implications which are often dealt with in this type of novel. Fahrenheit 451, Ray Bradbury. The Shockwave Rider, John Bruner. 2001, Arthur C. Clarke. Stranger in a Strange Land, Robert Heinlien. Dune series, Frank Herbert. When Last the Sweet Birds Sang, Kate Wilhelm.

Social Studies

The senior contemporary problems course offers such a wide range of possible topics and materials that it would be foolhardy to attempt suggested titles. Any well stocked school media center will have many titles on these subjects whether they be ecology, food supply, world peace and disarmament, abortion or national health insurance.

The preceding suggestions are based solely on gifted students stated preferences. These interests by no means provide the basis for a complete 7/8-12 curriculum: they do however, give an indication of topics which might be included to coincide with the students' interests. The chart below provides a brief summary of those interests and subject areas.

English

7th grade
- Mythology
- Folklore

10th grade
- Classics
- Mythology
- Humor

11th grade
- Biography

12th grade
- Science fiction

Science

7th grade
- Animals

9th grade
- Basic science

10th grade
- Nature

Social Studies

7th grade
- Family
- Foreign lands
- Historical novels

9th grade
- Prehistoric world

10th grade
- Archeology
- Biography
- History and historical novels

11th grade
- U.S. History and historical novels

12th grade
- Contemporary problems

The major limitation of this study is the small student body involved. It is not known whether data from this small population is transferable to a larger group. Whether similar results could be obtained with a larger sample of high ability students in public school is unknown. It is possible that the reading interests of the students surveyed may be influenced by their school environment; once they are removed to mix with a general population interests or diversity of interests might change as the force of other factors is felt.

SUMMARY

This study may give to those working with gifted high school students some insight into those topics which interest these students when they are free to choose their own reading materials.

These students indicated a wide range of reading interests with very few of the suggested subject areas which did not appeal to at least some students. The interests in fiction is strong, particularly for those in the early high school years, but as these students mature there is a more even division of fiction and nonfiction preferences.

The concluding section of this study suggests units of study which capitalize on those topics preferred by at least 50% of both boys and girls in a given grade.

PART IV

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APPENDIX A

PART V

THE QUESTIONNAIRE

NORTH CENTRAL LIBRARY READING QUESTIONNAIRE

In order that your school library can serve you better, you are asked to answer the following questions about the kind of reading you do, or like to do.

32. Do you like to read books?

    1. very much
    2. sometimes
    3. not very much

33. How much time do you spend in reading, not including school subjects, during the average week?

    1. less than 2 hours
    2. 2-5 hours
    3. more than 5 hours

34. Do you have enough time to read?

    1. Yes
    2. No

If you responded YES to item 34, go on to item 43. If you responded NO to item 34, please indicate the causes for that response using:

    1. Yes
    2. No

35. ____Too much homework

36. ____Television is more interesting

37. ____Too many home chores

38. ____Music lessons, etc.

39. ____Sports activities

40. ____Clubs, scouting

41. ____Parttime job

42. ____Other

43. What do you like to read most?

    1. Books
    2. Comics
    3. Magazines
    4. Newspapers

For each of the following, please indicate whether or not it is a source of reading material for you. Use:

    1. Yes
    2. No

44. ____Book club

45. ____Book store

46. ____Friends

47. ____Gifts

48. ____Home library

49. ____Public library

50. ____School library

51. ____Other

52. Do you belong to the public library?

    1. Yes
    2. No

53. How often do you visit the public library?

1. Never
2. Less than once every 4 weeks
3. Once every 3 or 4 weeks
4. Once every 1 or 2 weeks
5. More than once a week

54. Have you ever read a book several times because you like it especially well?

1. Yes
2. No

55. Do you like to read books in a paperback form?

1. Yes
2. No

What kind of books do you like to read? Using the following rating scale, please rate each kind of literature by your interest in it.

1. I like this kind of book very much.
2. I like this kind of book.
3. I am indifferent toward this kind of book.
4. I dislike this kind of book.
5. I dislike this kind of book very much.

In the fiction part of our library, how do you feel about stories of:

56. ____Adventure
57. ____Animals
58. ____Classics (old favorites)
59. ____Contemporary life
60. ____Families
61. ____Fantasy (imaginative stories)
62. ____Girls
63. ____Boys
64. ____Historical fiction
65. ____Humor

66. ____Other lands
67. ____Mystery
68. ____Romance
69. ____War
70. ____Science fiction
71. ____Sports
72. ____Other_____

In the nonfiction part of our library, how do you feel about books on the following subjects?

73. ____Applied science (including engines, machines, space travel)
74. ____Archaeology (exploring ancient civilizations)
75. ____Art (famous paintings, how to draw, etc.)
76. ____Biographies of men
77. ____Biographies of women
78. ____Crafts and hobbies
79. ____Folklore
80. ____Hero tales
81. ____History
82. ____Language (origin of words, books in other languages)
83. ____Mythology (myths and legends)
84. ____Music (instruments, songs, etc.)
85. ____Nature study (insects, birds, animals, etc.)
86. ____Pets
87. ____Poetry
88. ____Prehistoric world
89. ____Religions (Bible, stories, other religions)
90. ____Science (astronomy, chemistry, rocks, etc.)
91. ____Sports
92. ____Travel (other lands)
93. ____Social studies (government, transportations, etc.)
94. ____Black studies
95. ____Contemporary problems (war, poverty, etc.)

96. How often do you have research questions which cannot be answered because of lack of material in your school library?

    1. Often
    2. Sometimes
    3. Seldom
    4. Never

97. How often do you borrow library materials for another member of your family?

    1. Often
    2. Sometimes
    3. Seldom
    4. Never

98. Do you have an encyclopedia at home?

    1. Yes
    2. No

Complete the remainder of the questions on this questionnaire.

If you have an encyclopedia at home, what is its name?_____

Name three books that you have liked that you have read during this school year.

1._____

2._____

3._____

What magazines do you like to read best?

1._____

2._____

3._____

What kind of books or other printed materials would you like to see more of in the library?

1._____

2._____

3._____

How do you spend your time when you are in the library?

If you do not use the library very often, why not?

If you had more free time in the Library, what would you do there?

Are there any other materials you would like to see added to the library?

What do you like best about the library?

What do you like least about the library?

Additional comments: